ED 262 152 AA 001 143

Resources in Education (RIE). Volume 21, Number 3.

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 86

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $70.00 (Foreign).

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PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

International Conference on Adult Education (4th, Paris, France, March 19-29, 1985). Final Report.
**United Nations Educational, Scientific, and Cultural Organization, Paris (France).**
REPORT NO.- ED/MD/81
PUB DATE- Sep 85
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Literacy; Conference Proceedings; *Developing Nations; *Educational Development; *Educational Improvement; Educational Research; Foreign Countries; International Cooperation; Lifelong Learning; *Literacy Education; Regional Cooperation

This final report presents materials from a conference that addressed the evolution of adult education and the development of adult education as an essential prerequisite for lifelong education. Among other concerns were measures to improve international and regional cooperation to promote adult education. Part I is the General Report, which describes preparation of the conference, summarizes the opening speech of Amadou-Mahtar M'Bow, Director-General of Unesco, and reports the work of the conference, adoption of the draft final report and closure, and the discussions at nine plenary meetings of the concerns mentioned above. Part II contains reports of the Commissions. Discussions of Commission I focus on the contribution adult education can make to the development of active participation in economic, social, and cultural life and to the solution of some major problems of the contemporary world. Topics include the role and objectives of adult education, priority groups, programs, methods and resources for adult education, forms of organizations of adult education, and international cooperation. The report of Commission II on ways and means to extend and improve adult education discusses renewal of methods, use of new means and techniques, information and guidance, research, and documentation; training and status of personnel; planning, finance, consultation, and coordination; and new impetus to be given to adult literacy programs. Part III lists conference recommendations and contains the declaration of the conference. Appendixes include the agenda; opening and closing addresses by the Director-General; and lists of documents and delegates, representatives, and observers. (YLB)

ED 262 180 CE 042 545

A Project to Review the Vocational Cluster System. Summary of Findings and Recommendations.

**Oregon Occupational Information Coordinating Committee, Salem.**

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 24 Jul 85
NOTE- 76p.; For a related document, see CE 042 544.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competence; *Curriculum Development; Demand Occupations; Educational Needs; Employment Opportunities; *Employment Projections; Futures (of Society); *Job Skills; Job Training; *Labor Needs; *Occupational Clusters; Occupational Surveys; Program Improvement; Secondary Education; State Curriculum Guides; Statewide Planning; *Vocational Education
IDENTIFIERS- *Oregon

A review was conducted of the clusters used to organize the delivery of secondary vocational education in Oregon. The review focused on issues related to Oregon's current and projected labor market needs, national occupational and industrial trends, and the common skills and competencies that form the basis for organizing occupations and training programs into clusters. This report includes the following information: (1) a description of the activities undertaken in the review process; (2) a description of the Oregon occupational and industry outlook into the 1990s; (3) a new configuration of clusters that includes a description, key industries of employment, types of work performed, work aptitudes and interests, programs of training, and key occupations; (4) a list of major considerations in reviewing the existing clusters; (5) recommendations for the implementation of a revised cluster approach; (6) recommendations for ongoing review and assessment of clusters; and (7) a bibliography of resources used by staff during the cluster review project. (KC)

ED 262 195 CE 042 572

*Kreitlow, Burton; Kreitlow, Doris*
The Retirement Career.
PUB DATE- 9 Nov 85
NOTE- 16p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Adult Education; Adult Learning; Attitude Measures; Checklists; Educational Research; Influences; Intelligence; Labor Force Nonparticipants; *Life Satisfaction; National Surveys; *Older Adults; *Preretirement Education; *Quality of Life; Questionnaires; *Retirement; Retirement Benefits; Self Evaluation (Individuals); Well Being
IDENTIFIERS- England; United States

A study examined 140 persons from nine very diverse settings in the United States and England who had retired in a positive way. Interviews with the retirees revealed that despite their diverse geographical, socioeconomic, and racial/ethnic backgrounds, they all had one thing in common--in retirement, all of them had a new and exciting career. This is not to say that a happy retirement had come easily for these individuals; for some, the adjustment took several years. What distinguished these individuals from their less satisfied counterparts was the fact that they had examined their goals and personal resources before, upon, and after retirement; decided where they wanted to live on both a short- and long-term basis; and determined the services they needed in their chosen retirement career. Four "worlds" were determined to be crucial to building a base for retirement: the worlds of work, relationships with others, faith, and choice. As a group, the positive retirees could be characterized as liking other people, keeping busy and active, being happy and forward looking, being independent in spirit, continuously learning, believing in work, and keeping involved in the community. (A checklist to help individuals evaluate their level of physical, mental, social, and civic activities is included in this report.) (MN)

ED 262 209 CE 042 608

Research on Vocational Assessment of the Physically Handicapped. Final Report 1983-1984.

**Brookdale Community Coll., Lincroft, N.J.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Career Education; *College Students; Educational Research; Material Development; *Physical Disabilities; Postsecondary Education; *Standardized Tests; Student Evaluation; *Testing; Vocational Education; *Vocational Evaluation

The goal of a project was to reconcile current testing services and practice as related to vocational assessment with the requirements for testing itemized by Federal regulations implementing Section 504 of the Rehabilitation Act of 1973. A review of research related to the problem of testing and conducting a vocational assessment of handicapped persons revealed an absence of relevant references. Possible appropriate tests were reviewed. Findings of the research on tests were published in a testing manual for handicapped college students. This manual included a synthesis of the research and information on specific aptitude, ability, personality, and interest tests with appropriate adaptations for the handicapped student clearly stated. Implications of the project findings were that the counselor must be aware of the heterogeneity of handicapped people; the counselor needs to know the degree of impact due to the sensory or motor loss; the examiner must determine the degree of test failure attributed to impaired function of sight, hearing, or movement and the degree attributed to an inability to perform the task; and the examiner must be aware that adaptations will affect the outcome of a test in some unknown way. Field testing of the adaptive techniques was recommended. (YLB)

Accounting 10-20-30. Business Education Curriculum Guide.
**Alberta Dept. of Education, Edmonton. Curriculum Branch.**
PUB DATE- 85
NOTE- 43p.; For related documents, see CE 042 625-633.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Behavioral Objectives; *Business Education; Computer Oriented Programs; Course Content; Curriculum Guides; Foreign Countries; Guidelines; High Schools; *Office Occupations Education; Program Content; Simulation; *Small Businesses; Student Evaluation
IDENTIFIERS- Alberta

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of accounting. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for accounting 10-20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the 13 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are basic accounting concepts, journalizing and posting, completing the accounting cycle, merchandise accounting, end-of-year adjustments and eight-column work sheet, optional accounting tasks, voucher system and budgeting, departmentalized accounting tasks, partnership and corporation accounting, cost accounting, financial analysis, and accounting simulation I and II (computerized accounting). The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

ED 262 235 CE 042 648

Forestry/Forest Products. Subject Matter Update 1986-87.
**Oregon State Dept. of Education, Salem. Div. of Vocational Education.**
PUB DATE- 85
NOTE- 21p.; For related documents, see CE 042 647-652.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Course Content; *Curriculum Development; Educational Objectives; *Education Work Relationship; Employment Opportunities; Employment Projections; Equipment; Forestry; *Forestry Occupations; Job Skills; *Lumber Industry; Occupational Clusters; *Program Improvement; *Relevance (Education); Secondary Education; Skill Development; State Curriculum Guides; Statewide Planning; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Oregon

This publication recognizes the constantly changing requirements of the forestry/forest products industry and varying conditions for employment opportunities. It addresses the goal of relevance in education by enabling the educator to make timely adjustments in the subject matter of the forestry/forest products curriculum. There are six sections in this publication, each of which can assist the vocational education teacher in evaluating and improving existing material and in developing new subject matter. The sections cover the following topics: (1) program goals in the forestry/forest products cluster, (2) changing industry trends and trade practices, (3) employment trends in the forestry/forest products cluster, (4) equipment needs, (5) subject matter changes, and (6) essential learning skills. By using this information, the teaching staff may achieve higher levels of classroom productivity--a productivity that not only recognizes future needs but also fosters strong linkages between educators, students, and the associated industries. (This update represents the opinions of industry people and is not the result of a detailed analysis of occupations.) (KC)

*Wu, Tian-Ynan*
Relationships among Characteristics of Post-Secondary Vocational Students and Their Work Values. Final Report. Vocational-Technical Education Research Report, Volume 23, Number 1.
**Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.**
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- Jun 85
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; Attitude Measures; *Community Colleges; Geographic Location; Individual Differences; Influences; *Occupational Aspiration; Postsecondary Education; Questionnaires; Race; Sex; Socioeconomic Status; State Surveys; Statewide Planning; *Student Characteristics; Two Year Colleges; *Values; *Vocational Education; *Work Attitudes; Work Experience
IDENTIFIERS- Duncan Socioeconomic Index

A study sought to identify correlations among the characteristics and work values of vocational students enrolled in two community colleges in Pennsylvania. Six research questions were posed to 310 students enrolled in Harrisburg Area Community College and 377 students enrolled in Williamsport Area Community College. The study population represented a stratified random sample of individuals enrolled in five vocational study categories. Seven criterion variables were analyzed, and student characteristics were examined from the point of view of eight variates. Weak, but consistent relationships were found to exist among the students' characteristics and work values. Male and older vocational students valued satisfaction and accomplishment less than their female and younger counterparts did. Students who had more work experience and who were enrolled in industrial technology programs valued prestige and money more than the other groups surveyed. Students in cooperative education programs valued contribution more than those not enrolled in such programs; similarly, female students valued contribution more than did males. White students valued job advancement more than nonwhite students, and older students and male students valued this advancement less than younger and female students. (Appendixes to this report include the work value questionnaire, a copy of Duncan's Socioeconomic Index, and a description of the occupational areas included in the five subject areas examined.) (MN)

*Wircenski, Jerry L.*
The Continuation of the "Curriculum Information News" for Teachers, Counselors, and Administrators Concerned with the Vocational Education of Disadvantaged Learners. Final Report. Vocational-Technical Education Research Report, Volume 22, Number 6.
**Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.**
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 30 Jun 84
NOTE- 61p.
CONTRACT- 93-4006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged; Exceptional Persons; *Information Dissemination; *Information Networks; *Newsletters; Postsecondary Education; Program Effectiveness; *Program Implementation; Program Improvement; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- Pennsylvania

This project was conducted to continue the curriculum network whereby information, services, and materials related to the disadvantaged were disseminated directly to vocational personnel in Pennsylvania. During the year-long program, a curriculum network was maintained through the vehicle of a newsletter distributed to educators in the state. The network continued the solicitation of programming information, curriculum materials, instructional resources, exemplary approaches, and evaluation strategies that have worked effectively with disadvantaged learners from the secondary and postsecondary communities. Six editions of the newsletter, "Curriculum Information Network/Disadvantaged," were developed and disseminated to 2,000 educators in the state. In addition, six special reports were developed related to the education of disadvantaged students in vocational classes. (A large part of this document consists of these editions of the newsletter.) (Author/KC)

ED 262 277 CE 042 720

*Meaders, O. Donald*

Development and Strengthening of Agricultural Education in Commonwealth of Dominica. A Report.

**Michiagn State Univ., East Lansing. Dept. of Agricultural and Extension Education.**

PUB DATE- 5 Mar 85

NOTE- 24p.; A study conducted during October 1984 at the request of the Caribbean Agricultural Extension Project in cooperation with the Ministry of Agriculture and the Ministry of Education. For related documents, see CE 042 719-723.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agricultural Education; *Change Strategies; Curriculum Development; Economic Development; Educational Cooperation; *Educational Improvement; *Educational Needs; Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Role; Government School Relationship; Needs Assessment; Policy Formation; Postsecondary Education; Public Policy; School Role; Teacher Education; *Vocational Education

IDENTIFIERS- Caribbean Agricultural Extension Project; *Dominica

A study examined existing agricultural education programs in Dominica and made recommendations for needed improvements. Data for the evaluation were obtained from numerous documents and publications, field trips, and discussions with key officials in various ministries and institutions, including the Ministry of Agriculture, Ministry of Education, Clifton Dupigny Community College and various secondary schools throughout the country, a farm, a market, and the La Plaine French Technical Cooperation Project. The existing agricultural education programs in the Commonwealth of Dominica should be strengthened inasmuch as they are needed as part of the country's human resource development to achieve improved agricultural productivity and improved rural living. The Ministry of Education should continue to bear the primary responsibility for administration of agricultural education in the country; moreover, the Ministry of Education should strengthen the supportive services and cooperation that it provides in the delivery and supervision of agricultural education. Included among the areas in which improvements are particularly needed are the following: staff development, curriculum and instructional development, improvement of facilities and equipment, establishment and assistance of pilot school programs, and establishment of a network for communication and exchange among educators within Dominica and from other Caribbean islands. (Appendixes to this report include a listing of documents reviewed by the researcher, data on present staffing and conclusions based on a previous study of agricultural colleges in the country.) (MN)

ED 262 290 CE 042 738

Development of Criteria to Measure the Extent of Implementation and the Effectiveness of Demonstration in Vocational Education. Case Studies.

**Development Associates, Inc., Arlington, Va.**

SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

PUB DATE- 31 Jan 80

NOTE- 142p.; For related documents, see CE 042 733-737.

CONTRACT- 300-78-0574

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Criteria; *Demonstration Programs; Educational Innovation; Educational Research; *Information Dissemination; *Program Effectiveness; *Program Implementation; Research and Development; Research Utilization; Standards; *Vocational Education

IDENTIFIERS- *Impact

This document presents case studies of eight demonstration projects selected to assess the practicality and feasibility of a monograph for improving and measuring the impact of vocational education demonstration projects. An introduction provides background of the project that developed that monograph and information on the case studies, including selection and procedures. The case studies themselves follow. Each includes a project description (target area and population, goals and objectives, project activities administrative structure, dissemination activities, adoptions), evidence of impact (interim acceptable evidence, final acceptable evidence), contributions to project success and improved impact, and alternative timing options. These projects are included: Demonstration of the National Institute of Education's Experience-Based Career Education (EBCE) Program, Portland, Oregon; EBCE in Cooperative Education and Work Experience, Norman, Oklahoma; Wayne Design for Career Education, Wayne, New Jersey; Career Ladder Infusion Model Building, Garden Grove, California; EBCE for Mentally Disabled Students, Fort Dodge, Iowa; Solar Energy in the Building Trades, Falmouth, Maine; FACIT: Florida's Approach to Competency-Based Individual Teaching, Tallahassee, Florida; and Preferred Learning Styles of Vocational Education Students, Appleton, Wisconsin. A final section summarizes the eight case studies and discusses implications for the monograph. (YLB)

ED 262 304 CG 018 539

Guidelines and Procedures for the Design of Developmental Guidance and Counseling Programs in Louisiana Schools. Bulletin 1730.

**Louisiana State Dept. of Education, Baton Rouge. Bureau of Student Services.**

PUB DATE- 84
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Codes of Ethics; *Counseling Services; Counselor Certification; *Counselor Role; Elementary Secondary Education; *Guidance Programs; Guidelines; *Needs Assessment; *Program Development; Program Evaluation; School Counseling; *School Counselors; School Guidance
IDENTIFIERS- Louisiana

This report presents a model designed to serve as a guide for the development of guidance and counseling programs which take into account the unique requisites and philosophies of local systems and schools. This guide is divided into three sections. Section I outlines broad roles and functions of guidance counselors for grades K-12. This description may be used as a menu from which counselors choose priorities based on the individual needs and the needs of their schools. A list of seven general counselor functions is presented, followed by lists of specific functions in the general areas of counseling, guidance, consultation, coordination, organization, evaluation, and professional development. Section II presents a step-by-step procedure for the development of a school level guidance program including a needs assessment, sample planning sheet, and plan for effective time management for the counselor. Also included are details for the development of the 3-year parish plan which is requested by the Louisiana State Department of Education. Section III, the appendix, includes the code of ethics and position statements of the American School Counselor Association, certification requirements for school counselors, a developmental K-12 guidance program, and samples of evaluation instruments which may be used to evaluate individual activities and overall guidance programs. (Author/NRB)

ED 262 318 CG 018 553

*Lichtenberg, James W.; Tyndall, Larry W.*
An Information Theory Analysis of Interviews by Ellis and Rogers.
PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Counselor Client Relationship; Information Theory; *Interaction Process Analysis; *Interpersonal Communication; Interviews; *Verbal Communication
IDENTIFIERS- *Ellis (Albert); *Rogers (Carl)

Research on communication in counseling has identified/defined counselor communication behaviors which may affect client response and change. To further understand the pattern of interaction between counselor and client, transcripts of four initial interviews by Albert Ellis and two by Carl Rogers were analyzed for the pattern of responding within each unique dyad. The verbal utterances of counselor and client were coded by two independent judges for personal, descriptive, cognitive, or directive communication modes. Using Shannon and Weaver's (1949) mathematical theory of commnication, each interview was analyzed first for the pattern of the four communication modes regardless of the speaker, and second for the pattern of communication acknowledging the speaker. Response data without the speaker revealed consistent third-order redundancy, suggesting various communication modes were controlled by the preceding two responses. Analysis of response modes crossed with the speaker showed second-order redundancy, or response modes controlled by the other's preceding response. The ambiguity of both the counselor's and the client's responses was somewhat greater within Rogers' interviews, suggesting slightly more freedom of response. The results may reflect Ellis' rather directive style of counseling or the structuring provided by counselors in initial encounters with clients. (MCF)

ED 262 332 CG 018 567

*Yates, Jack*

Epistemological Realism in Cognitive Theory.

PUB DATE- Aug 85
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Epistemology; Experience; Intuition; *Realism; Theories

An inappropriate epistemological realism continues to dominate cognitive science. Realism, the idea that there is a single, univocal world which exists independently of us but which we can come to know, is tacitly accepted by almost the whole body of cognitive science. The fatal flaw in any realist approach to cognition and perception is that the stimulus underdetermines experience. The stimulus is ambiguous because one's experience is dependent upon one's values, intentions, and expectations, as well as on the stimulus itself. Realism persists as the dominant psychological approach, in spite of this flaw, because much of the relevant evidence appears to justify it. That same evidence, however, could be used to justify idealism, constructionism, or any of a number of alternatives. A second reason that realism persists is that people have strong intuitions favoring realism, intuitions which are justified in everyday life. Realism is sometimes completely appropriate in situations concerning strong biological constraints and in the social sphere, although it is generally inappropriate for cognitive theory. It is possible that the problems of realism in cognitive science can be solved by adopting an epistemological position allowing multiple realities. (NRB)

*Rettig, Edward B.*
The Role of the Psychologist in the Employee Termination Process.
PUB DATE- 23 Aug 85
NOTE- 15p.; Paper presented as part of the symposium "Employee Workforce Reduction: Individual and Corporate Response and Problem Resolution" at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Dismissal (Personnel); *Helping Relationship; Human Resources; Labor Relations; *Outplacement Services (Employment); *Personnel Policy; *Psychologists

To examine some of the psychological issues inherent in the employee termination process and the role of the psychologist in addressing these issues, five-question surveys were completed by approximately 60 human resources administrators in business organizations and interviews were conducted with approximately 10 human resource managers. The results indicated that, on issues of concern to organizations terminating an employee, treating the individual with fairness received the highest ranking followed by concern over the threat of wrongful discharge suits, the impact on remaining employees, direct costs of termination, and the possibility of psychological problems. With respect to the terminated individual, organizations were most concerned with his loss of self-esteem, anger, inactivity in the job search, and marital and family problems. With respect to the terminating executive, organizations were concerned about avoidance of the problems and delays of the termination. As psychologically trained outplacement counselors or human resource executives, psychologists can: (1) help organizations understand the psychological implications of termination and formulate humane policies; (2) help terminating executives to understand their own anxieties and communicate more effectively; and (3) serve the terminated employee through the use of supportive counseling, therapy, assessment, and behavioral and learning strategies. (Survey questions and the prioritized list of responses are appended.) (NRB)

*Wilson, Richard J.; Rohrbaugh, Michael*
Family Triangles and College Student Adjustment.
PUB DATE- Mar 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Child Role; College Students; Counseling; *Family Relationship; Family Structure; Higher Education; *Loneliness; *Parent Child Relationship; Siblings; *Student Adjustment
IDENTIFIERS- *Triangulation

Theories of family structure have proposed that in healthy families, the parents' marital alliance is primary (MAP), while in dysfunctional families the primary alliance is not marital (MANP) but crosses generational boundaries. Some family alliances involve triangulation, drawing a third person into a dyadic relationship to mediate tension. Family relationships were examined in 309 college students who completed a Family Background Questionnaire about their past and present family relationships and their current adjustment to college. A sub-sample (N=88) participated in more in-depth structured interviews and completed the UCLA Revised Loneliness Scale. Analysis of the questionnaire responses revealed that MANP students who indicated that no sibling was available to join the triangle after the student entered college were performing poorly in academics and were more likely to consider counseling than were MAP students. Interview data further revealed that MANP students reported being lonelier than MAP students, and students who indicated more contact with one parent reported being lonelier than those indicating equal contact with both parents. These findings suggest that the integrity of generational boundaries is important to the functioning of individual family members and that the negative effects of cross generational alliances can be buffered by other family members who can be triangled into these alliances. (NRB)

ED 262 373 CS 008 143

*Weinshank, Annette B.; And Others*
Using Student Diagnostic Information to Establish an Empirical Data Base in Reading. Research Series No. 162.
**Michigan State Univ., East Lansing. Inst. for Research on Teaching.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 75p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Diagnostic Teaching; Grade 5; *Information Utilization; Inservice Teacher Education; Intermediate Grades; *Reading Diagnosis; *Reading Instruction; *Reading Research; Student Behavior; *Teacher Effectiveness; *Teacher Response

Enlarging upon the scope and agenda of earlier diagnostic research, a study was conducted to examine (1) teacher responses to receiving diagnostic information about some of their students, (2) effects on student achievement of teachers receiving both diagnostic information and diagnostic training, (3) diagnostic classifications that emerged from student performance, and (4) differential teacher effectiveness and instructional practices. Subjects included 10 experienced fifth-grade classroom teachers. A reading diagnostic battery, developed for the previous studies, was individually administered as a pretest to 186 of the 192 students in the teachers' classrooms. An experimental group of five teachers, randomly assigned, received four hours of training in diagnostic reliability. Before and after the training, all 10 teachers diagnosed one of four randomly assigned simulated cases of reading difficulty at two different times. Teachers were also interviewed three times. Results showed that teachers responded positively to the receipt of specific diagnostic information about their students, seeing it as useful for thinking about and making changes in their instructional practices. Students for whom teachers received diagnostic information did not show significantly improved achievement over students for whom no information was provided. (Appendixes include the reading diagnostic battery and the interview questions.) (HOD)

ED 262 387 CS 008 177

*Hasinoff, Shelley*
The Development of Inferencing Abilities in Grades Two through Three.
PUB DATE- Oct 85
NOTE- 22p.; Revised version of a paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *Child Development; *Cognitive Development; Comprehension; *Educational Research; Grade 2; Grade 3; Literacy; Primary Education; *Skill Development; Young Children
IDENTIFIERS- *Inferences; *Inferential Thinking; Numeracy

A study examined whether the basic skills performances of children in the primary grades were responsive to their inferencing abilities. It was hypothesized that the three components (informational, causal, and evaluative) of the second and third grade inferencing abilities tests would constitute a hierarchy of inferencing and that the impact of the inferencing abilities on basic skills competencies would change over time. Subjects, 217 children from 12 classes in seven schools from a cross-section of socioeconomic, rural, commuter, and urban populations were followed from the beginning of grade 2 until the end of grade 3. Literacy and numeracy achievements were assessed using the Canadian Tests of Basic Skills. Each child in the sample met individually with an experimenter in the fall of each year for a 30-minute session, of which the Inferencing Ability Test formed a 10-minute part at the beginning of the session. The child was shown a poster, given time to examine it, and then asked a set of questions (with the poster in view). In addition the child was given two sets of scrambled sequence cards to put in order, one set at a time. Results support the notion of a hierarchy of inferencing skills, and suggest that skill in inferencing may underlie and constrain achievement in literacy and numeracy in the primary grades. Measurement and evaluation of inferencing ability ought, therefore, to occur earlier to determine which children require extra assistance in their development. (Tables of findings are included.) (DF)

*Ricks, Betty R.*
Manage Your Words.
PUB DATE- Apr 84
NOTE- 6p.; In: Professional Communication in the Modern World: Proceedings of the Southeast Convention of the American Business Communication Association (31st, Hammond, LA, April 5-7, 1984). p171-175.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Communication Skills; *Organizational Communication; Organizational Effectiveness; Persuasive Discourse; Speech Communication; *Verbal Communication; Writing Improvement
IDENTIFIERS- Audience Awareness; Audience Response

Words, like any other information resource, must be managed in order to contribute to the achievement of organizational goals. Managing communication refers to planning, organizing, leading, and controlling words. Planning determines goals and how they can be best accomplished, and aids in providing direction for the message, thus increasing the chances that the message will achieve its purpose. Once the "what" and "how" have been identified, the organizing function puts the plan into action. Gathering any previous related conversations or correspondence on the topic, and determining how the message will be transmitted will make writing the message easier. Managing the message entails speaking or writing in a way that will make the receivers respond in accordance with the purpose of the message. This requires awareness of the environmental factors that affect people's responses, including timing, the receiver's emotional state, and images that evoke positive responses. Finally, controlling is comparing what was planned with what actually occurred, based on feedback, and making necessary adjustments. (HTH)

ED 262 417 CS 209 338

*Keros, Leslie, Ed.*
Student Press Law Center Report, Vol. VI, No. 3, Fall 1985.
**Student Press Law Center, Washington, D.C.**

PUB DATE- 85
NOTE- 40p.
AVAILABLE FROM- Student Press Law Center, 800 18th St. NW, Suite 300, Washington, DC 20006 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Policy; *Censorship; *Court Litigation; Ethics; Freedom of Speech; Higher Education; High Schools; *Journalism; Journalism Education; *Legal Responsibility; *School Publications; Student Government; *Student Rights
IDENTIFIERS- First Amendment

Concerned with protecting the First Amendment rights of high school and college journalists, this focused journal issue analyzes libel law and the question of liability in the student press. Covering such broad topics as ethics, courts, censorship, administration, student government, and libel, the journal articles (1) question journalism as a profession, (2) reexamine court decisions concerning the censorship of school newspaper articles and other school journalism related matters, (3) discuss administrative concerns such as publications policies and the use of censorship issues as a cause for dismissal, (4) relate one school's efforts to change the funding and control of the campus newspaper, (5) report on school libel issues, (6) raise the question of payment in liability cases, and (7) examine the elements of libel. (HOD)

*Philips, David; And Others*
A Month's Writing in Four Classrooms. Writing Research Report No. 1.
**New Zealand Council for Educational Research, Wellington.**
PUB DATE- May 85
NOTE- 197p.; Samples of student writing have marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Assignments; Classroom Observation Techniques; Classroom Techniques; Elementary Secondary Education; Student Attitudes; Teacher Student Relationship; Writing (Composition); *Writing Difficulties; *Writing Exercises; *Writing Instruction; *Writing Research
IDENTIFIERS- New Zealand (Wellington)

During 1983, an observational study was carried out in four classrooms in two schools in Wellington, New Zealand, with the following objectives in mind: (1) to describe the different writing tasks, assigned to the students, (2) to outline the guidance students were given in order to help them complete their writing tasks, (3) to establish which strategies students adopted in order to carry out written tasks, and (4) to determine some of the difficulties students encountered with writing and how they coped with these difficulties. The schools consisted of an intermediate and a secondary school. Brief conversations with the teachers and case study students occurred daily throughout the study. Findings showed that, typically, intermediate school students' written work was brief in nature (consisting of single sentences or short paragraphs), tended to be descriptive or factual, and was often copied. Secondary school students' written work was also relatively brief (commonly from one to three sentences in length except in English class where short paragraphs were often required), usually descriptive and in response to questions set by the teacher, and often copied or derived from passages in folders or notes on the blackboard. (HOD)

ED 262 447 CS 505 090

*Griffin, Keith H.*
An Essential Curriculum for the Small, Comprehensive College Speech Communication Department.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Curriculum Design; Higher Education; Majors (Students); *Small Colleges; *Speech Communication; *Speech Curriculum; Speech Instruction

Observing that speech communication, by whatever term it is called, is now a popular major among the traditional liberal arts, this paper proposes an essential speech communication curriculum for the small, comprehensive college. The first part of the paper presents a rationale for the curriculum by exploring how the curriculum reflects (1) its identity as a component of a comprehensive college, (2) a viable concept of liberal education, and (3) the postulates that identify the unique character of the speech discipline. The second part of the paper presents the hypothetical curriculum, which would require students to complete 12 hours in inquiry, including argumentation, logic, and rhetorical theory; 12 hours in literacy, including public speaking, linguistics, and composition; 3 hours in numerical data, including behavioral science methodology; 3 hours in historical awareness, including history and criticism of American public address; and 6 hours in values, including ethics and persuasion. The curriculum also includes course listings for recommended 18 hours in a minor track, with courses in organizational communication and mass communication. (HTH)

*Levine, Marsha, Ed.*
The Private Sector in the Public School: Can It Improve Education? AEI Symposia 84B.
**American Enterprise Inst. for Public Policy Research, Washington, D.C.**
SPONS. AGENCY- Aetna Life and Casualty, Hartford, Conn.; National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8447-2251-0
PUB DATE- 85
NOTE- 87p.; Proceedings of the conference Barriers to Private Sector-Public School Collaboration (Washington, DC, June 2, 1983), cosponsored by two study centers at the American Enterprise Institute, Education Policy Studies and the Neighborhood Revitalization Project, in collaboration with the National Institute of Education.
AVAILABLE FROM- Publication Sales, American Enterprise Institute for Public Policy Research, 1150 Seventeenth Street, N.W., Washington, DC 20036 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Community Role; Conferences; *Cooperation; Elementary Secondary Education; Public Education; Research Needs; *School Business Relationship; *School Support

The American Enterprise Institute and the National Institute of Education commissioned six authors to prepare papers examining the barriers and incentives to private-sector involvement in public schools. These authors include representatives from two corporations, a former school superintendent and academic, a state policy analyst and attorney, and an official from a teachers' union, as well as a public policy analyst. This document reports on the conference at which these authors presented their papers, beginning with introductory remarks concerning the conceptual framework in which the business-school collaboration can be viewed and brief interpretations of the conceptual attitudes of each of the authors. The document then presents transcripts of the introductions made at the conference itself, of the authors' remarks concerning their papers, and of the discussions following the presentation of the papers. The document concludes with abstracts of the six papers presented. The central topics of the six papers and their authors are as follows: (1) conceptual frameworks for thinking about private sector-public school collaboration (Marsha Levine); (2) incentives for the barriers to collaboration from a labor education perspective (Maurice Leiter); (3) a school superintendent's view of business-school relationships (Larry Cuban); (4) legal aspects of business-school relations (focusing on equity); (5) one corporation's commitment to quality education (Susan (Schilling); and (6) corporate responsibility in the context of rapid change (Badi G. Foster). (PGD)

ED 262 476 EA 018 028

*Greene, Jennifer C.*
Qualitative Data Analysis in Program Evaluation Contexts.
PUB DATE- 85
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Data Analysis; Guidelines; *Program Evaluation; Research Design; *Research Methodology
IDENTIFIERS- *Qualitative Analysis; *Qualitative Data

The naturalistic research perspective assumes that reality is multiplistic, phenomenological, and context-dependent. This perspective legitimizes the subjective insights of the investigator by acknowledging the interdependence of facts and values as well as of the investigator and the object of investigation. Although discrepancies between investigators' interpretations of given phenomena are not problematical for naturalistic research in general, they are problematical when the naturalistic perspective is applied to program evaluation. This document presents a framework for developing qualitative data analysis procedures for program evaluation that will lead to results that can be broadly, convincingly, and credibly defended. Three naturalistic studies using such procedures are described to illustrate the application of the framework and the effectiveness of the procedural attitude recommended. A three-page list of references and supplemental tables complete the report. (PGD)

ED 262 490 EC 170 816

*Ackler, Eugene J., Jr., Ed.; Booth, Glenna M., Ed.*

The College for Living at Metropolitan State College, Denver, Colorado: Continuing Education for Developmentally Disabled Adults, Service Learning for Degree Students, and A College Response to Community Needs.

**Metropolitan State Coll., Denver, Colo.**

SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 80
NOTE- 77p.; Developed by the College for Living.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adults; Curriculum Development; *Developmental Disabilities; Financial Support; Postsecondary Education; *Program Development; School Community Relationship
IDENTIFIERS- *College for Living

Ten papers focus on the College for Living Project at Metropolitan State College in Denver, Colorado, a multidisciplinary approach to education for adults with developmental disabilities. The document begins with a review of the project's formation, noting the cooperation of college faculty and administrators. Subsequent papers comment upon the program's instruction in "thriving skills," ideas found successful in fundraising, volunteer selection and training, curriculum development for adults with developmental disabilities, procedures for program evaluation, publicity, and the support of community groups and individuals. A final paper summarizes the program's accomplishments in the context of developments in human services for the handicapped. A list of other College for Living Projects as of October 1979 concludes the document. (CL)

*Ferrara, Dianne*
What Is Down Syndrome? 1984 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-81-0031
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Child Development; Curriculum; Definitions; *Downs Syndrome; Educational Needs; Elementary Secondary Education; Genetics; Incidence; *Student Characteristics
IDENTIFIERS- ERIC Digests

The digest presents an overview on Down Syndrome. The history of the term is traced to its association with Dr. John Langdon Down who first described the condition in 1866. Characteristics of Down Syndrome are noted, including mental retardation, short stature, epicanthic folds, reduced muscle tone, joint hyperflexibility, and premature aging. Causes of the genetic abnormality are reviewed as are prevalence rates. Ways in which Down Syndrome affects development are covered, including deficient social skills and delayed language development. It is suggested that education programs include infant stimulation and curriculum organized around long term skill sequences designed to promote independent functioning skills. The ability of amniocentesis to identify the condition prenatally is discussed. The digest concludes with a listing of references and resources on the topic. (CL)

ED 262 520 EC 180 928

*Shrum, Judith L.*

Developing Programs for the Gifted and Talented. 1985 Digest.

**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 3p.

CONTRACT- 400-84-0010

AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Gifted; *Program Development; Staff Role; *Talent; *Talent Identification

IDENTIFIERS- ERIC Digests

Program development in gifted and talented education is the focus of the digest. Elements of a successful program, including statements of support for differential education, staff orientation, and multiple appropriate screening and identification procedures are listed. Beginning steps for planning committees are noted. Identification approaches may include standardized achievement and intelligence tests, judgments of student products and nominations by school officials, parents, or self. Staff considerations involve knowledge, training, and demonstrated competencies. Seven program formats are commonly employed: (1) regular classroom with cluster, (2) regular classroom with pullout, (3) special class, (4) special schools, (5) mentors, (6) acceleration, and (7) enrichment. Curriculum determination should be based on such factors as skill development for functioning beyond the classroom, reflection of students' interests, and emphasis on conceptual themes rather than the acquisition of additional facts. A brief list of resources concludes the document. (CL)

ED 262 536 EC 180 944

Gifted and Talented Education in Vermont. Policy Statement of the Vermont State Board of Education.
**Vermont State Dept. of Education, Montpelier.**
PUB DATE- Apr 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Policy; *Gifted; State Boards of Education; State Standards; Talent
IDENTIFIERS- *Vermont

The booklet presents Vermont's policy statements regarding the education of gifted and talented students. Reasons are offered for the lack of appropriate education for this populaton in Vermont, including lack of recognition of the need, and misunderstanding gifted programing as elitist. The current situation in the state is examined and local efforts briefly reviewed. Despite lack of legislation addressing the needs of gifted students, the state has begun to address gifted education through new standards. Growing concern for gifted education is cited. The booklet concludes with a listing of five policy initiatives, including support for intra-district, inter-district, and regional approaches in such areas as transportation systems, curriculum development, and training programs; support for the expansion of preschool screening; and establishment of certification regulations for teachers of gifted and talented. (CL)

ED 262 153 CE 040 732

National Entrepreneurship Education Forum. Proceedings of a Conference (2nd, Columbus, Ohio, September 5-6, 1984).
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 181p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; *Business Administration; Community Colleges; Community Resources; Coordination; Delivery Systems; Demonstration Programs; Economic Development; *Educational Opportunities; *Entrepreneurship; Federal Government; *Financial Support; Higher Education; Individual Characteristics; Information Networks; Information Sources; Minority Groups; *Models; National Programs; Public Agencies; Questionnaires; Resources; Self Evaluation (Individuals); *Small Businesses; State Departments of Education; Two Year Colleges
IDENTIFIERS- Franchising

These proceedings include the texts of papers and group discussions presented at a national forum on entrepreneurship education. Included in the volume are the following presentations: "Welcoming Remarks--National Entrepreneurship Forum" by Robert E. Taylor; "Critical Issues Surrounding Entrepreneurship Education--Present, Past, Future--A Federal Perspective" by Robert M. Worthington; "Franchising: The Beginning Entrepreneur's Training Ground" by Andrew Kostecka; "The Importance of the Small Business Sector to the American Economy" by Frank Swain; "Meshing the Federal, State, and Local Initiatives" by Charles Liner; "An Educational Program for Minority Business Development" by John Russell; "Resources Available to the Entrepreneur" by Donald M. Clark; "Resources Available to the Entrepreneur" by Mary Hanrahan; "How Can We Get Support for Entrepreneurship?"--a panel discussion by Betsy Schwammberger, Mary Anderton Williams, and Ed Davis; "Resources Available to the Entrepreneur" by Carol Eliason; "Project to Promote Economic Development through Entrepreneurship Education and Training" by Jerry Davis; "Group Model Programs" by Betsy Schwammberger; "Entrepreneurial Training: Tapping Community Resources" by Barry Palmer; "The Pennsylvania Small Business Development Centers: A Unique Resource for Small Business" by Susan M. Garber; "Entrepreneurship Training and Education in Minnesota" by Lynda Rago; "Identifying Entrepreneur Characteristics" by James W. Kunz; "Collaboration Model--JTPA and Vocational Education" by Darrell L. Parks; "Incubation Models" by Marj P. Leaming; "How I Became an Entrepreneur" by Graydon Webb; "What We Know about the Entrepreneur" by William Dunkelberg; and "Educating and Training the Potential and Existing Entrepreneur"--a panel discussion by David Gillette, David Harriman, and John Frazier. A description of the Minnesota Small Business Management Program and a series of self-discovery instruments are appended. (MN)

ED 262 181 CE 042 546

Word/Information Processing with Microcomputers in Business Education. Final Narrative Report for the Exemplary Project.

**Ascension Parish School Board, Donaldsonville, La.**

SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 26 Nov 84

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Oriented Programs; Computer Software; Curriculum Development; *Demonstration Programs; Equipment; High Schools; *Microcomputers; *Office Occupations Education; Program Development; Program Implementation; School Business Relationship; *Word Processing

This demonstration introduced microcomputers into St. Amant High School in Louisiana by instituting a word/information processing program. Microcomputers, printers, and necessary software were purchased, and the manufacturer's educational representative instructed the word/information processing teacher on the operation of the equipment. The word/information processing classroom now include computer systems, typewriters, a shorthand laboratory, and dictation and duplicating equipment. During the first year of the project, 96 students participated in the course, at a cost of approximately $50,000. Students learned about word processing and received hands-on experience in its use. The major strength of this demonstration program was the updating of the St. Amant High School business department with up-to-date equipment that is in line with current technology. The project also promoted a good relationship with local business people who were involved in the program and became aware that the students could operate such machines in their offices. Recommendations for future approaches in the local system include purchase of at least five microcomputers, updating of equipment as needed, and maintenance of good relationships with local businesses. (Materials related to this project, such as unit checklists, learning objectives, and equipment specifications, make up a large part of this report.) (KC)

ED 262 196 CE 042 575

*Wolf, Mary Alice*
Motivation in Late Life: The Personal Need for Challenge.
PUB DATE- 7 Nov 85
NOTE- 16p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Continuing Education; *Educational Needs; *Older Adults; *Personality Traits; Postsecondary Education; Research Methodology; School Role; *Student Educational Objectives; *Student Motivation

Older adults attend continuing education courses for a variety of reasons. Some, like Wuschko K., seek to make sense of their early life experiences. Wuschko is a Polish immigrant who wanted to go on with his education in early life but was prevented from doing so by poverty and war. He spent years in a concentration camp, then became a carpenter and immigrated to the United States. He sees education as a life review and pursues it for self-esteem and the pleasure of learning. Others, such as Jenny M., a black widow in her 60s, pursue education as a means of getting a new job. Jenny had an opportunity to go to college when whe was young, but rebelled against her parents and married instead. Jenny insists she has no regrets about her decision, but is now continuing her education in order to learn more about working with retarded toddlers. She is looking to the future and learning for practical rather than philosophical reasons. These two persons are illustrative of the myriad personalities of the older persons who continue their educations. Their motives vary, and all must be respected by adult educators. Methods of research on motivation must include data that tap the most personal levels of history and psychology. Such methods must be qualitative and allow for in-depth answers. Finally, it is also important that adult educators do not isolate the older adult through a "they-out-there" versus "we-in-here" approach, but respond to individual needs with respect. (KC)

ED 262 210 CE 042 610

High Technology Technical Training Needs Assessment. Final Report 1983-84.

**Middlesex County Coll., Edison, N.J.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Automation; Computer Oriented Programs; Continuing Education; *Educational Needs; Higher Education; *Job Training; *Needs Assessment; Retraining; Surveys; *Technological Advancement

A project sought to produce adequate data on high technology training needs in New Jersey's Middlesex County College's service area. Of 168 individuals at high technology companies who were sent surveys, 52 returned usable surveys. Respondents supplied information on the impact of high technology on the company over the next five years, the company's inhouse education and training practices, outside training sources, and current and future training needs. A computerized database was developed and analyzed to yield results. According to survey respondents, high technology would have a substantial impact. They also indicated that the percentage of professional technical employees will probably increase over the next five years; the need for continuing education and retraining will probably increase over the next five years; higher education needs to play a significant role in satisfying industry's education and training needs; significant current and future training needs are projected; and areas in which there are substantial educational and training needs include computers, robotics, computer-assisted design and manufacturing, automated laboratory techniques, and information management. Areas for future study were recommended. (Appendixes include the instrument and mailing list.) (YLB)

ED 262 223 CE 042 632

Marketing 20-30. Business Education Curriculum Guide.
**Alberta Dept. of Education, Edmonton. Curriculum Branch.**
PUB DATE- 85
NOTE- 36p.; For related documents, see CE 042 625-633.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Behavioral Objectives; *Business Education; Course Content; Curriculum Guides; Display Aids; *Distributive Education; Foreign Countries; Guidelines; High Schools; *Marketing; Program Content; Student Evaluation
IDENTIFIERS- Alberta

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of marketing. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for marketing 20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the eight modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are the world of marketing, advertising and sales promotion, distribution of goods and services, marketing research, pricing and financial activities, selling, display, and purchasing and controlling merchandise. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

ED 262 236                                    CE 042 649

Industrial Mechanics. Subject Matter Update 1986-87.
**Oregon State Dept. of Education, Salem. Div. of Vocational Education.**
PUB DATE- 85
NOTE- 21p.; For related documents, see CE 042 647-652.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Course Content; *Curriculum Development; Educational Objectives; *Education Work Relationship; Employment Opportunities; Employment Projections; Equipment; Job Skills; *Machine Repairers; *Mechanics (Process); Occupational Clusters; *Program Improvement; *Relevance (Education); Secondary Education; Skill Development; State Curriculum Guides; Statewide Planning; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Oregon

This publication recognizes the constantly changing requirements of industrial mechanics occupations and varying conditions for employment opportunities. It addresses the goal of relevance in education by enabling the educator to make timely adjustments in the subject matter of the industrial mechanics curriculum. There are six sections in this publication, each of which can assist the vocational education teacher in evaluating and improving existing materials and in developing new subject matter. The sections cover the following topics: (1) program goals in the industrial mechanics cluster, (2) changing industry trends and trade practices, (3) employment trends in industrial mechanics, (4) equipment needs, (5) subject matter changes, and (6) essential learning skills. By using this information, the teaching staff may achieve higher levels of classroom productivity--a productivity that not only recognizes future needs but also fosters strong linkages between educators, students, and the associated industries. (This update represents the opinions of industry people and is not the result of a detailed analysis of occupations.) (KC)

ED 262 264 CE 042 700

*Gordon, Ruth; Smink, Jay*
Resource and Referral Service: A Report on Electronic Networks for Educators.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 112p.
GRANT- NIE-G-83-0005
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; Adult Education; Delivery Systems; Educational Cooperation; Elementary Secondary Education; *Information Dissemination; *Information Networks; *Information Services; *Information Sources; *Linking Agents; Postsecondary Education; Program Costs; Program Descriptions; Resources; Special Education; *Telecommunications
IDENTIFIERS- Electronic Bulletin Boards; Electronic Mail; Research and Development Exchange; *Resource and Referral Service

This report describes the activities of the Resource and Referral Service (RRS), which was established in 1977 as a member of a nationwide dissemination network called the Research and Development Exchange (RDx), in using electronic networks as part of its dissemination effort. Discussed first are the history and objectives of RRS. The next chapter provides information on various national and state electronic networks, including target audience, content, and contact person. The third section relates the ways in which RRS participated in selected electronic networks between December 1, 1984, and September 30, 1985, and offers guidelines for joining and contributing information to networks. Included in the next section are profiles of 18 national/international and 12 state networks. Each profile contains information concerning some or all of the following: sponsor, cost, target audience, information contact, special features, program content, and start-up date. Appendixes to the guide include ERIC digests on electronic networks and on networking and microcomputers, addresses of agencies and organizations mentioned in the report, a brochure describing RRS, examples of information contributed to various electronic networks, a list of resources, and a list of related readings. (MN)

ED 262 305 CG 018 540

*Baber, Kristine M.; Dreyer, Albert S.*
The Relationship between Masculinity and Femininity and Variant Childbearing Decisions.
PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Family Size; Females; Individual Differences; *Parents; *Population Trends; *Sex Role; *Spouses
IDENTIFIERS- *Childless Families

As couples choose to have fewer children, to have their first child later in their adult life, or to remain childfree, there is growing interest in the antecedents of these fertility choices. To examine the hypothesis that couples who choose to remain childfree have less traditional sex-role orientations than couples who choose to become parents later in life, 20 expectant women, 20 voluntarily childfree women, and 34 of their husbands completed the Personal Attributes Questionnaire, a measure of psychological masculinity and femininity. The results revealed that there were no statistically significant differences between the childfree and expectant groups with regard to demographic variables. Although the expectant women had higher Masculinity and lower Femininity scores than did the childfree women, t-tests revealed that the differences were not significant. Childfree men had higher Masculinity and lower Femininity scores than did the expectant fathers; again the differences were not statistically significant. There was a significant difference between men and women on the Femininity scale, but no significant sex differences on the Masculinity scale, suggesting that certain items on the Masculinity scale were being rated more highly by the women than would generally be expected. (NRB)

ED 262 319 CG 018 554

America's Elderly at Risk. A Report Presented by the Chairman of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

**Congress of the U.S., Washington, D.C. House Select Committee on Aging.**

REPORT NO.- House-Comm-Pub-99-508
PUB DATE- Jul 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); *Financial Problems; *Health Needs; *High Risk Persons; *Older Adults; Population Trends
IDENTIFIERS- Congress 99th; *Health Care Costs; Massachusetts

This report examines the health risks and related financial risks faced by America's elderly. Documentation of the elderly's increased financial risk is presented which is based on data from a case study of the elderly in Massachusetts and on an analysis of the elderly's out-of-pocket health care costs using data from the Health Care Financing Administration. After an executive summary of the report, chapter I provides an introduction to the health and financial risks faced by the elderly. Chapter II includes data on the growing numbers of elderly with increasing chronic care needs. The elderly's inaccessibility to quality care caused by the current emphasis on health care cost containment and the lack of available protection against rising health care costs are considered. Chapter III presents data on the elderly's increasing out-of-pocket costs. Chapter IV looks at those elderly persons at highest financial risk and documents the extent of financial risk associated with chronic illness. Chapter V calls for Congressional action to reduce the elderly's risk by limiting their out-of-pocket costs to 15 percent of income and by implementing a coherent policy for long-term care that will protect the elderly from impoverishment when faced with chronic illnesses. Appendices contain an analysis of elderly's out-of-pocket health care costs and a description of the Massachusetts study's methodology. (RNB)

ED 262 333 CG 018 568

*Abramson, Richard A., Ed.; Wing, Michael, Ed.*
Adolescent Suicide Prevention: A Compendium of Resources.
PUB DATE- Nov 82
NOTE- 48p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Curriculum Development; High Schools; *Intervention; *Prevention; *Resource Materials; *Suicide

This guide presents information, direction, and resources to help teachers design a curriculum on suicide prevention tailored to their students' needs. Chapter I describes the problem of adolescent suicide at one high school and the program that developed as a result of that problem. Chapter II presents facts about suicide under the headings of incidence, sex and age, marital and occupational status, sociocultural factors, methods, and intent. In chapter III, 13 misconceptions about suicide are discussed. Chapter IV lists warning signs and causes of suicide as they relate to previous suicide attempts, suicide threats, depression, behavioral change, and stress. The information in chapter V is focused on how to help potential suicides. Suggestions are given for appropriate responses to a suicide threat. Six steps in intervention are outlined which are appropriate for dissemination at the seconday school level and which may be used by both students and teachers. Chapter VI contains an activity packet of resources for teachers which includes two suicide quizzes, a poem written by a boy who committed suicide, a suicidal anecdote, activity and work sheets, and a list of topics for discussion. Chapter VII consists of a bibiliography with 179 entries. Appendices contain other relevant forms and information. (NRB)

ED 262 347 CG 018 582

*Hett, Geoffrey G.*
Family Separation: Its Effects upon the Education and Social-Emotional Growth of Children.
PUB DATE- 80
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; *Children; *Divorce; Elementary Education; *Fatherless Family; Foreign Countries; Self Concept; *Student Behavior; *Student Problems; Teacher Attitudes
IDENTIFIERS- Canada

Despite the growing divorce rate, little Canadian research has studied the effects of divorce on the school adjustment, education achievement, self-concept, and school absenteeism of children. To examine these effects, data were collected on second- through eighth-grade children from separated families. Mothers (N=16) were interviewed and the children (N=21) completed the Piers-Harris Children's Self-Concept Test and the Wide Range Achievement Test. School achievement and ability of the children and of a matched group of 21 children from intact families were rated by teachers who also completed the Walker Problem Behavior Identification Checklist for each child. All children completed the Draw-a-Person Test. Teachers rated 50 percent of the children from separated families as achieving below grade placement compared to 29 percent of their two-parent peers. The results on the Draw-a-Person Test identified 33 percent of the children from separated families as being disturbed compared to 14 percent of the children from intact families. The teachers rated children from separated families as significantly higher in school problem behaviors than children from intact families, with a significant difference between the two groups in acting-out behavior. These findings support United States studies which found that children from separated families showed significantly more school-related problems than did children from intact families. Teachers and counselors need effective intervention programs to help children of separated families cope with their new family life. (NRB)

ED 262 361 CG 018 596

*Beckman, Linda J.*
Childlessness, Family Composition and Well-Being of Older Men.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
CONTRACT- HD-02804
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Daughters; *Family Size; Fathers; *Males; *Older Adults; *Sons; Spouses; *Well Being
IDENTIFIERS- *Childlessness

Although it has been suggested that contact with children is important for the satisfaction of the economic, emotional, and service needs of older parents, social gerontology research provides little direct evidence that childless elders or elders with few living children are less satisfied than others. To examine the effects of family size, family composition, and childlessness on elderly men, personal interviews were conducted with 252 married men aged 60 and older; 159 were fathers and 93 were childless. The interview schedule and self-administered questionnaires assessed five dimensions of well-being, demographic characteristics, social interaction, health, and religiosity. The results indicated that the childless men did not differ significantly in demographics from men with living children. Older childless married men did not differ on well-being from older married fathers, although fathers reported being more satisfied with their current fertility status than were childless men. Moreover, the number of children was not related to well-being for fathers. Men with all sons reported significantly lower well-being than did men with children of both sexes and somewhat lower well-being than did men with all daughters. Although these findings support the contention that childlessness has no effect on the well-being of elderly husbands, they may not apply to more socially isolated groups of older men or to the frail elderly. (NRB)

ED 262 402 CS 209 093

*Whitehead, Jack L., Jr.*
Improving Meeting Productivity.
PUB DATE- Apr 84
NOTE- 8p.; In: Professional Communication in the Modern World: Proceedings of the Southeast Convention of the American Business Communication Association (31st, Hammond, LA, April 5-7, 1984). p185-191.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Efficiency; *Group Dynamics; Interpersonal Communication; Meetings; *Organizational Effectiveness; *Staff Meetings; Telecommunications

Although technology is affecting the way organizations conduct business, there still remains a need to pay attention to good business meeting practices. Based on observations of the meeting practices of a business firm, a consultant found several areas in which meetings can be made more productive. The purpose of the meeting should be defined. Meetings for the sake of company ritual should be avoided. They should be convened to gain commitment or exchange information interactively. One-way giving of information can be accomplished better and less expensively with written memos or electronic mail. The meeting should be kept small, preferably five to seven members, but never more than eleven. Participants should be limited to those who really need to be there. In terms of interaction, the meeting should be structured in advance, with a complete agenda for participants that is used judiciously and flexibly. Meetings should be kept under one hour, if at all possible, and should start and end on time. Finally, businesses should explore technology offering computer and group decision support systems that can have a beneficial impact on how and why meetings are conducted. (HTH)

ED 262 418 CS 209 339

# Recommended English Language Arts Curriculum Guides, K-12, 1985.

**ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 35p.
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Bibliographies; *Curriculum Guides; Elementary Secondary Education; *English Curriculum; Instructional Materials

Intended for teachers, curriculum designers, and administrators, this annotated list of recommended curriculum guides provides models of carefully planned, well-written curricula, in the English language arts. The booklet's three sections contain curriculum guides recommended in 1985, 1984, and 1983. In each section, the guides are organized into three categories: elementary, secondary, and grades K-12. The booklet concludes with criteria for planning and evaluating English language arts curriculum guides and ERIC document reproduction service (EDRS) information. (EL)

ED 262 433 CS 209 404

*Strickland, James*
Beyond Word Processing: Rhetorical Invention with Computers.
PUB DATE- Oct 85
NOTE- 15p.; Paper presented at the English Association of the Pennsylvania State Universities Conference (Clarion, PA, October 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Higher Education; Prewriting; Revision (Written Composition); *Rhetorical Invention; Teaching Methods; Word Processing; *Writing Instruction; *Writing Processes
IDENTIFIERS- Text Editors

In the area of composition, computer assisted instruction (CAI) must move beyond the limited concerns of the current-traditional rhetoric to address the larger issues of writing, become process-centered, and involve active writing rather than answering multiple-choice questions. Researchers cite four major types of interactive CAI, the last of which addresses higher-order concerns: (1) drill and practice programs, (2) tutorial programs, (3) text-editor programs, and (4) dialog systems. The CAI dialog programs can offer advantages for teaching rhetorical invention, specifically in the generating stage of the composing process, that the other three cannot. Both systematic and unsystematic writing heuristic activities can be programed for CAI. Two such invention programs are QUEST and FREE. One of the advantages of computer assisted invention strategies is that the programs can be individual, generative, and encouraging. The heuristic can also address specific rhetorical problems. Finally, the computer encourages students to spend time prewriting, an important activity that many poor writers ignore completely. While there is a lack of commercially prepared software packages dealing with rhetorical invention, a number of CAI invention programs written by writing teachers are being exchanged among campuses across the country. (Information for obtaining the QUEST and FREE programs, and a select bibliography on computers and composition are included.) (HTH)

ED 262 448 CS 505 091

*Blosser, Betsy J.; And Others*
The Highway Safety Mass Media Youth Project: A Media Campaign Aimed
at Drunk Driving and Seat Belt Use.
PUB DATE- 25 May 85
NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Advertising; Alcohol Education; *Audience Analysis; *Mass Media Effects; *Media Research; Program Descriptions; Program Evaluation; Radio; Research Methodology; Safety Education; Television; Young Adults
IDENTIFIERS- Advertising Effectiveness; Audience Response; Drunk Driving; *Media Campaigns; *Public Service Advertising; Seat Belts

To address the issues of drunk driving and failure to use car restraints among teens and young adults, a 21-month-long media campaign has been developed especially for the 15- to 24-year-old audience to compare the effectiveness of paid advertisements and public service announcements. A formative research approach to message design will be used to determine: (1) the nature of messages to which the target audience will best attend, (2) the target audience's media use patterns, and (3) the optimum frequency of media spots. Subjects will be exposed to a single selected media spot identified by safety issue, appeal, and medium, and edited or embedded into a short segment of radio or television programing. Subjects will respond to recall and attitude measures or discuss the spots in a focus group, and will also respond to measures of media use habits and to the appeals used in each medium and the length of message. Once the messages have been designed according to these data, the campaign will be initiated in three midwestern cities. Information regarding this campaign in conjunction with other school or local campaigns will be collected, as will data on the effectiveness of the paid and public service announcements. This approach is unique in that it attempts to shape the media messages to a target audience, uses an interdisciplinary research team, and exploits an inherent link between research and professional commercial advertising production. (HTH)

ED 262 477 EA 018 029

*Kees, Patricia W.*
Meritorious Schools: Mandates and Models.

PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). Appendix C (pp. 20-24) removed because of illegibility. Other appendices contain small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Incentive Grants; Models; Predictor Variables; *School Effectiveness; State Legislation; State School District Relationship
IDENTIFIERS- District Quality Instruction Incentives Program; Florida; *Meritorious School Act (Florida)

Florida's Meritorious School Act provides monetary rewards for meritorious schools in each of the state's 67 districts when the schools are identified using approved procedures. The law calls for each district to develop its own plan for selecting winning schools. Each school must be selected in part by being in the upper quartile of district schools in terms of relative or expected rate of student gain as measured by standardized verbal and quatitative achievement tests, as well as according to standards associated with at least one of four other categories of effective school criteria. This report describes the standards applied, the problems districts faced in using the models for equitable selection proposed by the state department of education in the program's first year, reasons for nonparticipation in the program by 36 districts, and the characteristics of the plans used by the districts. Appendixes present participation data and selection criteria associated with each district. (PGD)

ED 262 491 EC 180 566

*Port, Stella*

Career Exploration Handbook for Middle/Junior High School Special Education Teachers.

**Whittier Union High School District, CA.**
PUB DATE- 82
NOTE- 208p.; For related document, see EC 180 567.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Exploration; Community Resources; *Disabilities; *Individualized Education Programs; Instructional Materials; Junior High Schools; Middle Schools; *Vocational Education

The manual presents information on career exploration for middle/junior high school special education teachers. The introduction lists eight goals of career education, including the development of reading, writing, computation, speaking, and listening skills. Chapter 2 outlines Individualized Education Program objectives, suggested activities, and materials/resources for such topic areas as health and physical education, self concept, practical reading, social skills, and vocational and career development (including job exploration, occupational clusters, and interview skills). A chapter on materials, media, and methods lists available resources (multimedia sets, kits, workbooks, games, posters, and teacher/professional materials). A section on community resources comments upon parent involvement and steps in using community resources. Following a review of ways to remove bias and stereotyping, the manual lists related vocabulary. (CL)

ED 262 506 EC 180 914

Being at Ease with Handicapped Children. 1984 Digest.

**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-81-0031
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attitude Change; *Disabilities; Elementary Secondary Education; Mainstreaming; Normalization (Handicapped); *Teacher Role
IDENTIFIERS- ERIC Digests

The digest focuses on being comfortable around handicapped children and offers suggestions for classroom teachers working with mainstreamed handicapped students. The importance of treating the child as normally as possible is emphasized. Questions of pity are dealt with. Teachers are urged to handle children's frustrations and accomplishments in normal ways; i.e., to provide realistic praise and reinforcement appropriate to the achievement. The question of providing too much help in some instances is raised. Complicating effects of speech and language problems are noted, as are special accommodations for children with specific disabilities (visual impairments, hearing impairments/deafness, mental retardation, and orthopedic impairments). A list of resources available from The Council for Exceptional Children concludes the digest. (CL)

ED 262 521 EC 180 929

*Gogel, Ella Mae*

Forming a Local Parent Association for Gifted and Talented Education. 1985 Digest.

**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 3p.

CONTRACT- 400-84-0010

AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Advocacy; Elementary Secondary Education; *Gifted; *Parent Associations; *Program Development; *Talent

IDENTIFIERS- ERIC Digests

Suggestions are offered for establishing local parent association groups as advocates for gifted and talented students. Beginning concerns include location and recruitment of new members; affiliation with state and national groups (such as the Association for the Gifted within the Council for Exceptional Children and the National Assocation for Gifted Children); decisions about group names, meetings, and dues; and the role of a newsletter. Suggestions are offered, including ensuring that the association's objectives are claear and that its structure conforms to those objectives. Activities of a parent group can feature such efforts as ongoing visits to the school system, community surveys, contact with the state consultant for the gifted and talented, and contact with legislators. (CL)

ED 262 537 EC 180 945

*Rizzi, Daniel*
Attitude Change toward the Physically Handicapped through the Use of Film.
PUB DATE- Aug 84
NOTE- 152p.; Ph. D. Dissertation, University of Sarasota.
AVAILABLE FROM- University Microfilms International, Research Abstracts, 300 N. Zeeb Rd., Ann Arbor, MI 48106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Disabilities; Elementary Education; *Films; *Peer Acceptance; Physical Disabilities; *Student Attitudes

A study was conducted to determine attitudinal change of nonhandicapped students (grades 6-8) toward the handicapped after viewing a brief 13-minute film about physically disabled children. The sample consisted of 227 middle school students enrolled in sixth, seventh, and eighth grades. Form O of the Attitude Towards the Disabled Persons (ATDP) scale was used as the pre- and post-test in a modified version of the Nonequivalent Control Group Design. Students in the treatment group were shown the film "The Same Inside." The results indicate that the attitudes of the treatment group were significantly more positive toward handicapped persons after viewing the film. The findings substantiated previous studies which found that exposure to carefully selected film does result in a favorable change of attitude. The results also corroborate findings in that specific and general attitudes toward handicapped persons can be significantly altered by a single, relatively short classroom presentation. The results of this study show that film is an effective technique to help meet the need of preparing nonhandicapped students to accept the handicapped in a more positive manner. (Author/CL)

ED 262 167 CE 042 500

*Waltz, Freddie C.; Beeman, Carl E.*

A Compendium of Research Addressing Barriers to Student Recruitment and Retention in Vocational Education in Florida. Final Report from September 1, 1984 to December 31, 1984.

**Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.**

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 31 Dec 84

NOTE- 28p.; For related documents, see ED 218 471, ED 230 767, and ED 247 448.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Persistence; Administrator Attitudes; Disadvantaged Youth; *Dropout Prevention; Dropouts; *Program Attitudes; Program Effectiveness; *Program Improvement; School Attitudes; Secondary Education; State Programs; Student Attitudes; *Student Recruitment; Teacher Attitudes; *Vocational Education

IDENTIFIERS- Florida

To address the issues of student recruitment and retention in Florida, a three-year research study was conducted. The three phases of the study sought the following: (1) to describe barriers to recruitment and retention of disadvantaged, unemployed, underemployed, out-of-school youth as perceived by students, teachers, counselors, and administrators; (2) to develop a means for implementing proven recruitment strategies to attract and retain students in postsecondary vocational programs; and (3) to identify factors that influenced students who were currently enrolled in a postsecondary vocational program to enroll and also the factors that influenced them to continue enrollment. Data were gathered through interviews and by mail surveys of students, teachers, counselors, and administrators. Results of data analysis showed that administrators, teachers, and counselors relied too often on recruitment strategies that were less successful, such as booths at fairs, and that students and professional personnel perceived different strategies as most effective. For example, school officials thought that "personal contact with students enrolled in the program or program graduates" was the most effective strategy, while students rated it fairly low. The study produced a recruitment manual that school personnel could use to enhance their chances of successful recruitment and retention of disadvantaged students. (KC)

ED 262 251 CE 042 678

*Gordon, Ruth*
Youth's Perceptions of Employer Standards. Education & Employment. Research for the Practitioner. Research Brief No. 1.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 3p.; For executive summary and final report, see ED 247 442-443.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Needs; Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; *Employment Potential; *Employment Practices; Employment Problems; *Entry Workers; High Schools; Job Skills; Student Attitudes; Tenure; *Work Attitudes

Young workers should know what employers' standards are for hiring and job performance and behave accordingly in order to obtain and keep a job. This finding is based on a study that examined the perceptions of high school graduates and their employers' reports of hiring and job performance standards and employment outcomes. High school students completed questionnaires at the beginning and end of their senior year and one year after graduation. Their employers were surveyed at the one-year follow-up. Employers were influenced to hire youths who had these characteristics: (1) looked clean and neat at the interview, (2) filled out the job application neatly and correctly and attached a resume, (3) showed interest by asking questions about the job, and (4) called the employer after the interview to indicate interest in the job. Employers tended to reject youths who had these characteristics: (1) falsified the job application, (2) could not read well, (3) had a poor absentee record and showed low effort on the previous job, and (4) had high job turnover. Employers were inclined to fire workers who did not follow company rules and policies or who were not making enough of an effort to be productive--more so than workers who did not perform well because of inadequate basic skills and attitudes. Young workers who believed that employers have tough hiring and job performance standards had better employment records and received better job performance evaluations. The study indicated that schools should teach the importance of these findings in order to help their students find and keep jobs. (KC)

ED 262 278 CE 042 721

*Meaders, O. Donald*

Development and Strengthening of Agricultural Education in St. Vincent. A Report.

**Michiagn State Univ., East Lansing. Dept. of Agricultural and Extension Education.**

PUB DATE- 2 Apr 85
NOTE- 27p.; A study conducted during October 1984 at the request of the Caribbean Agricultural Extension Project in cooperation with the Ministry of Agriculture and the Ministry of Education. For related documents, see CE 042 719-723.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Change Strategies; Curriculum Development; Economic Development; Educational Cooperation; *Educational Improvement; *Educational Needs; Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Role; Government School Relationship; Needs Assessment; Policy Formation; Postsecondary Education; Public Policy; School Role; Teacher Education; *Vocational Education
IDENTIFIERS- Caribbean Agricultural Extension Project; *Saint Vincent

A study examined present agricultural education programs in Saint Vincent and made recommendations for needed improvements. Data for the evaluation were obtained from numerous documents and publications, field trips, and discussions with key officials in various ministries and institutions, including the Ministry of Agriculture, Ministry of Education, and various schools, colleges, and associations throughout the country. The agricultural sector is crucial to the economic development of Saint Vincent: it provides about two-thirds of the country's employment and is the country's main source of foreign exchange. However, the country's general population, and farmers in particular, lack adequate knowledge and understanding of the principles of marketing. To meet the need for such information, policymakers at both the ministries of agriculture and education should take steps to improve agricultural education at all levels, with particular attention to teacher training policies and practices. In addition, criteria for admission into diploma programs in agricultural education should be upgraded, existing educational facilities should be updated and expanded, and followup studies should be conducted to assess the success of graduates of agricultural programs. (Appendixes to this report include a listing of documents reviewed by the researcher and data on present staffing and training needs in Saint Vincent.) (MN)

ED 262 291 CE 042 740

*Kaplan, Roberta*

Status of the NOICC/SOICC Network, June 30, 1985. NOICC Administrative Report No. 11.

**National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.**

PUB DATE- Oct 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Annual Reports; Career Development; Career Education; Careers; *Computer Oriented Programs; Databases; Employment Projections; *Information Networks; *Information Services; *Information Systems; Labor Supply; *Occupational Information; *Program Improvement
IDENTIFIERS- National Occupational Information Coordinating Com; National Occupational Information Service; State Occupational Information Coordinating Comm

This document is the sixth annual report of the National Occupational Information Coordinating Committee (NOICC) and its network of state counterparts (SOICCs). It presents brief highlights of the NOICC/SOICC Network's accomplishments since its formation under the Education Amendments of 1976, with an emphasis on activities in 1984 and early 1985. Some of these highlights include the following: (1) an increase in National Committee membership and state committee memberships; (2) funding of $3 million from the U.S. Department of Labor, $2.24 million from the Department of Education, and of $1.25 million from the Department of Defense for specific activities (NOICC allocated about 84% of these funds to the states); (3) improvement of the crosswalk, or cross-coding instrument, that shows the relationships among the major classifications used in collecting data on occupations and education (it is now an extensive computerized database, kept up to date by the Iowa SOICC); (4) improvement of materials and procedures to help states relate data on labor supply from training institutions to data on employment demand in related occupations; (5) participation in state and Federal efforts to improve the Occupational Information Service database, such as information from substate areas, computerized information on military careers, and a guide to military careers; (6) aid to states in providing computerized systems for program planning; and (7) computer-based systems that served approximately 5 million persons in 1984-85. NOICC is continuing to upgrade training and provide more information on use of its statistics. (Appendixes to this document list SOICCs, publications, NOICC policies and agreements, and examples of use.) (KC)

ED 262 374 CS 008 144

*Robinson, Richard D.*
Children's Reading: What Parents Can Do to Help.
**Missouri Univ., Columbia. Coll. of Education.; Missouri Univ., Columbia. Extension Div.**
REPORT NO.- UED-47
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; Individualized Reading; *Parent Participation; Parent School Relationship; Parent Teacher Conferences; Reading Habits; Reading Instruction; *Reading Interests; Reading Programs; Reading Skills; Reading Strategies; *Recreational Reading; *Student Motivation

This booklet provides specific, workable suggestions for parents in helping them create the best atmosphere they can for developing their childrens' reading. The booklet begins with general principles for establishing a home reading program, and continues with a checklist of fifty specific suggestions for parents on helping their children become better readers, including general activities in the home, library related experiences, prereading activities, and school activities. The next section consists of questions asked by parents about reading, along with the answers. The booklet concludes with points to be considered by parents when planning an interview with the child's teacher. (EL)

ED 262 388 CS 008 180

*Ross, Elinor; Wright, Jill*
Teaching Strategies to Fit the Learning Styles of Gifted Readers in the Middle Grades.
PUB DATE- May 85
NOTE- 22p.; Adapted from a paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; *Cognitive Style; Elementary Secondary Education; *Language Arts; Learning Activities; Middle Schools; *Reading Instruction; *Reading Material Selection; *Student Characteristics; Teaching Methods; Vocabulary Development

Before working with middle school gifted students, the teacher should be aware of the characteristics and learning style preferences of these students. For example, the years from 9 to 13 are a time of physical, social, emotional, and cognitive change--also called an "age of ambivalence." Many of these students tackle decision making sooner and reach the stage of formal operations (abstract thinking) earlier than their peers. Consequently, certain teaching preferences become apparent. Teachers should accept challenges brought by gifted students, and they should offer new and alternative ways of helping them view their problems. Several approaches or strategies for teaching reading and the language arts follow logically from traits of gifted students that have been identified: e.g., directed reading-thinking activity, the individualized approach, and the merging of instruction in reading and writing. Gifted students also need access to the library whenever possible, and the library serves as an excellent means for crossing subject matter boundaries. The characteristics of gifted readers are also related to certain types of literature. The kinds of books that gifted readers are likely to enjoy can be found among the selections in the annual list of "Children's Choices," a project of the International Reading Association-Children's Book Council Joint Committee. (Appendixes include an annotated list of readings taken from lists published from 1980 to 1985 and suggested reading/language activities to challenge gifted students.) (HOD)

ED 262 462 EA 017 994

*Cleveland, Clem*
Adapting Computer Resources to School Communication Needs.
PUB DATE- 3 Jul 84
NOTE- 10p.; Paper presented at the Annual Meeting of the National School Public Relations Association (Seattle, WA, July 2-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Processing; Elementary Secondary Education; *Equipment Utilization; Management Information Systems; *Microcomputers; *Organizational Communication; *Public Relations; Word Processing

The benefits that the microcomputer offers the school district--and the district's public relations office in particular--are significant and should be taken advantage of. Although microcomputers increase the already large amount of information available to administrators, they also enable the user to select and coordinate information efficiently. Postponing computer purchases while waiting for conclusive product refinement is a mistake. The district could be saving money and gaining expertise while waiting for improved products. In addition, the value of used equipment is remaining fairly high, so replacing equipment with improved products does not represent a great loss. Among the advantages of microcomputers in the public relations office are reductions in district typesetting costs ranging from 40 percent to 60 percent, more effective use of press releases by newspapers, more thorough surveying and analysis of survey data, and effective day-to-day control over school finance campaigns. Other uses include word processing for all writing functions, obtaining access to computer-based information networks, and performing numerous accounting processes. (PGD)

ED 262 211 CE 042 611

# Project Career REACH. Final Report 1983-84.

**Parsippany - Troy Hills Board of Education, Parsippany, N.J.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 60p.; Parts of this document contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; *Career Counseling; Career Education; Career Planning; *Counseling Services; *Decision Making; Goal Orientation; Grade 12; High Schools; Program Development; Program Evaluation; Program Implementation; *Resource Centers

A career counseling project was undertaken to address the career decision-making needs of 12th-grade students identified as being non-goal oriented. A major part of the project was the establishment of a career resource center. Project activities consisted of planning, orientation, implementation, and evaluation. Planning activities included goal setting and clarification, developing means for student access to the center, developing administrative details, and establishing and selecting materials for the career resource center. Orientation involved personnel, teachers, administration, and students. Implementation focused on 106 students identified as those who could benefit most from individual career assessment and follow-up counseling. Activities in addition to individual counseling and career information services were an ongoing speaker program, field trips, and a career day. The center was well received and utilized by counselors, teachers, and students. The problem of student access due to limited free time was only partially solved. A manual for counselors was developed. Appendixes, amounting to over one-half of the report, include a fact sheet, a listing of monthly activities, an orientation presentation for counselors and teachers, questionnaire, correspondence and press releases, forms used in the project, and a short bibliography. (YLB)

ED 262 237 CE 042 650

Metals. Subject Matter Update 1986-87.
**Oregon State Dept. of Education, Salem. Div. of Vocational Education.**
PUB DATE- 85
NOTE- 20p.; For related documents, see CE 042 647-652.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Course Content; *Curriculum Development; Educational Objectives; *Education Work Relationship; Employment Opportunities; Employment Projections; Equipment; Job Skills; *Metal Industry; *Metal Working; Occupational Clusters; *Program Improvement; *Relevance (Education); Secondary Education; Skill Development; State Curriculum Guides; Statewide Planning; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Oregon

This publication recognizes the constantly changing requirements of the metals industry and varying conditions for employment opportunities. It addresses the goal of relevance in education by enabling the educator to make timely adjustments in the subject matter of the metals curriculum. There are six sections in this publication, each of which can assist the vocational education teacher in evaluating and improving existing material and in developing new subject matter. The sections cover the following topics: (1) program goals in the metals cluster, (2) changing industry trends and trade practices, (3) employment trends in the metals cluster, (4) equipment needs, (5) subject matter changes, and (6) essential learning skills. By using this information, the teaching staff may achieve higher levels of classroom productivity--a productivity that not only recognizes future needs but also fosters strong linkages between educators, students, and the associated industries. (This update represents the opinions of industry people and is not the result of a detailed analysis of occupations.) (KC)

ED 262 334 CG 018 569

*Polikoff, Nancy D.; And Others*

The Custody Handbook: A Woman's Guide to Child Custody Disputes.

**Women's Legal Defense Fund, Washington, DC.**

PUB DATE- 84
NOTE- 81p.
AVAILABLE FROM- Women's Legal Defense Fund, 2000 P Street, N.W., Suite 400, Washington, DC 20036 ($4.00; contact WLDF to arrange bulk orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Battered Women; *Child Custody; *Court Litigation; *Divorce; Females; *Legal Problems; Lesbianism; *Mothers
IDENTIFIERS- District of Columbia; Maryland; Virginia

This handbook is designed to help women facing child custody disputes during or after divorce. To assist attorneys, citations to cases and statutes are included. Because this handbook is intended for distribution in the Washington, D.C. area, relevant laws and practices of the District of Columbia, Maryland, and Virginia are given. Custody arrangements (maternal with visitation rights, split, joint, and paternal) are described, the impact of custody disputes on children is considered, and steps in hiring a lawyer are given. The decision to separate, choices to make at the time of separation, and consequences of those choices are considered. Issues in negotiating a separation and settlement agreement are explored. Problems to be faced before a custody trial (temporary custody, preparing a case) and during a trial are discussed. The standards judges use in deciding custody are explained and reasons for mothers losing custody are described. The process of appealing a decision is reviewed and information is given on when custody can be changed. A chapter on special topics looks at the unique problems faced by battered women and by lesbian mothers, and examines the issues of mediation, child snatching, child sexual abuse, and the economics of divorce. Appendices contain lists of regional contacts for mothers without custody, organizations for lesbian mothers, and sources of further information. (NRB)

Mission Possible: Handling Reading Problems in the Regular Classroom. 1st Edition.
**Oklahoma State Dept. of Education, Oklahoma City.**

PUB DATE- 85
NOTE- 258p.; Prepared by Reading Section.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Reading; Elementary Education; Instructional Materials; Language Experience Approach; Phonics; *Reading Comprehension; *Reading Diagnosis; Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Processes; Reading Programs; Reading Strategies; *Student Motivation; *Teaching Methods; *Vocabulary Development
IDENTIFIERS- Dolch Basic Sight Vocabulary

Intended for reading teachers, this resource book provides a variety of practical suggestions and materials for motivating students to read. Chapter one deals with removing roadblocks to reading, including such things as low expectations, a poor self-concept, lack of self-control, lack of flexibility, and lack of time and of interest. Chapter two deals with reading diagnosis. It contains a definition and discussion of diagnosis; an informal reading inventory; information about efficient record keeping; physical screening checklists; and practical teaching suggestions for the visual, auditory, and kinesthetic learner. Chapter three discusses the sight, phonics, and multisensory methods of teaching reading as well as the language experience, linguistic, and shared book experience approaches. Chapter four covers vocabulary development, clues for teaching vocabulary, sight vocabulary, word identification skills, word meanings, and language development. Chapter five focuses on factors influencing comprehension and how to teach it, while chapter six deals with teaching students to read content area text books and discusses strategies for helping students with the text and for motivating them. The appendix contains the Jordan Oral Screening Test, a list of commercial informal reading inventories, the Jordan Auditory Screening Test, a scale and materials to determine a child's instructional level of reading, the Dolch Basic Word Lists--for teachers and students, instructions and material for teaching reading with the first 300 of 3,000 high frequency words, and a bibliography. (EL)

ED 262 403 CS 209 244

*McVitty, Walter, Ed.*
Word Magic: Poetry as a Shared Adventure.

**Primary English Teaching Association, Rozelle (Australia).**
REPORT NO.- ISBN-0-909955-60-3
PUB DATE- Jun 85
NOTE- 110p.
AVAILABLE FROM- Business Manager, Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($9.00 member, $11.20 nonmember, Australian currency).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; Childrens Literature; Class Activities; *Creative Writing; Learning Activities; *Literature Appreciation; *Poetry; Poets; Teaching Methods
IDENTIFIERS- Poetry in the Schools; Poetry Workshops; Poets in the Schools

Written by teachers and poets, this book offers insights into the nature of poetry and the ways in which children can be taught to enjoy reading and writing poetry. The book contains the following articles: "Poetry and the Magic of Words," by Colin Thiele; "Poetry and the Child," by Charles Causley; "A Verse Along the Way," by Max Fatchen; "The Poet as Mental Mathematician," by Doug MacLeod; "Inside Poetry: A Shared Adventure," by Aidan Chambers; "Poetry and the Pre-School Child: A Personal Reflection," by Clare Scott-Mitchell; "Large Swans Fall off Cliffs: Large Strawberries Don't," by Pat Edwards; "How Not to 'Teach' Poetry," by Moira Robinson; "A Poetry Workshop," by Libby Hathorn; "Teaching Poetry Writing: Part of 'Process'," by R. D. Walshe; "Poetry and Performance 1: Teacher as Performer," by Gordon Winch; "Poetry and Performance 2: Children as Performers," by Sean Monahan; "Poetry Books: An Annotated Guide to Collection-Building," by Walter McVitty; and "75 Things to Do with a Favourite Poem," by Pat Edwards. (EL)

ED 262 419 CS 209 340

*Gere, Anne Ruggles, Ed.*
Roots in the Sawdust: Writing to Learn across the Disciplines.
**National Council of Teachers of English, Urbana, Ill.**
REPORT NO.- ISBN-0-8141-4198-6
PUB DATE- 85
NOTE- 244p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 41986, $12.00 member, $15.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Content Area Writing; Education; Instruction; Learning; Learning Processes; Learning Strategies; Learning Theories; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Writing to Learn

Written by teachers, the chapters in this book show how writing fosters learning in math, science, English, social studies, foreign language, philosophy, psychology, and art. Following an introduction by Anne Ruggles Gere, the first chapter, "Writing to Learn: The Nurse Log Classroom," by Steve Pearse, presents a comprehensive overview of a writing to learn classroom. The remaining chapters, each presenting a different angle on writing to learn, are as follows: "Writing for Art Appreciation" by Priscilla Zimmerman, "Writing to Learn German" by Deborah Peterson, "Writing to Learn Social Studies" by Bruce Beaman, "Teaching Special Education History Using Writing-to-Learn Strategies" by Ray Marik, "Writing to Learn Science" by Patricia Johnston, "Writing in Math Class" by Don Schmidt, "Writing to Learn Philosophy" by Jessie Yoshida, "Writing to Learn History" by Tom Watson, "Better Writers, Better Thinkers" by Stephen Arkle, "Writing to Learn Means Learning to Think," by Syrene Forsman, "Thirty Aides in Every Classroom" by Janet K. West, "The Course Journal" by Pat Juell, "An Impartial Observer's View of Write-to-Learn Classes" by Barbara Bronson, and "Writing and Learning: What the Students Say" by Ralph S. Stevens III. A glossary and an annotated bibliography conclude the book. (EL)

ED 262 478 EA 018 034

*Hammond, Peirce*

What Do You Mean Objective and Collaborative? or, How One District Tries to Keep Its Nose Clean and Its Hands Dirty at the Same Time.

PUB DATE- 1 Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); Cooperation; *Court Litigation; Data Collection; *Desegregation Litigation; Educational Administration; Educational Planning; *Educational Testing; Elementary Secondary Education; *Evaluation Methods; Federal Regulation; Legal Responsibility; *School Desegregation; Test Validity
IDENTIFIERS- *Cleveland Public Schools OH

The problems existing during the reorganization of the Cleveland School District into a unitary administration are presented from the perspective of the head of the Research and Analysis Department. The district had been fighting a desegregation case for 9 years and operating in a receivership with a triple bureaucracy imposed upon it (the normal school dictrict bureaucracy, court-mandated reporting procedures, and state-imposed procedures). As a result many problems still exist. Testing is a major problem, because the triple requirements have resulted in overtesting. The district also faces problems evaluating programs. To better understand these and other problems, the district is developing better relationships between schools and the central administration and is working in a manner similar to regional exchanges (problem clarification to resource identification, to resource linkage). The Research and Analysis Department is developing policies based on court documents and investigating and analyzing the impact of policies after implementation. The district recognizes that it has been oriented toward reacting to immediate prescribed tasks due to these problems. It is now working to orient itself to the end of the desegregation case by combining the Final Standards with prescribed actions, with permanency, and with evidence that the district is functioning beyond the prescribed requirements. (MD)

ED 262 492 EC 180 567

*Port, Stella*

Career Objective and Activity Handbook.
**Whittier Union High School District, CA.**
PUB DATE- 81
NOTE- 291p.; Intended for High School Teachers. For related document, see EC 180 566.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; Community Resources; *Disabilities; *Individualized Education Programs; Instructional Materials; Learning Activities; Secondary Education; *Vocational Education; *Vocational Evaluation

Intended as a practical tool for high school classroom teachers, the manual examines career objectives and activities for handicapped students. An introduction presents the eight goals of career education. A chapter on assessment provides sample instruments and information from a vocational evaluation unit. Extensive material in chapter 3 is devoted to Individualized Education Program objectives, suggested activities, and materials/resources for such areas as practical reading, practical math, health, self-concept, exploration of job types, interviewing techniques, and independent living skills. Instructional materials, media, and methods are described in chapter 4. These include role playing, brainstorming, and field trips. The next chapter examines work training stations as well as evaluation measures for student performance at those stations. A chapter on community resources lists service groups in the local (Southern California) area. Suggestions are offered for removing bias and stereotyping, and the manual concludes with a vocabulary list. (CL)

*Willings, David*
Career Search for the Gifted and Talented. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85

NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Career Education; *Career Exploration; Elementary Secondary Education; *Gifted; Parent Participation; Talent
IDENTIFIERS- ERIC Digests

Problems and issues in career education and career search for gifted and talented children are examined. The special problems of gifted and talented students in this area are noted, including early readiness for career search and restrictiveness of the career search process for multitalented students. Problems in the career choice process are considered, such as lack of concern for jobs' hidden factors and confusion between problems of the job and problems of training. The importance of encouraging parent involvement is stressed. Other influences beyond those of parents are listed, including positive or negative experiences with other jobs, overcompensation, and personal interests. The importance of understanding students' natural roles (indominus, exdominus, exemplar, and eccentric) is noted. The balance between drives to be somebody and to do something worthwhile is explored. A list of resources on the topic concludes the digest. (CL)

ED 262 522 EC 180 930

*Maker, C. June; Grossi, John*

The Gifted and Talented Handicapped. 1985 Digest.

**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Definitions; *Disabilities; *Educational Needs; Elementary Secondary Education; *Gifted; Handicap Identification; *Student Characteristics; Student Evaluation; Talent; Talent Identification
IDENTIFIERS- ERIC Digests

The digest examines aspects of serving gifted and talented handicapped students in the schools. This population includes persons of outstanding ability or potential who are capable of high performance despite handicaps such as visual, hearing or orthopedic impairments; emotional disturbances; or learning disabilities. Examples of prominent gifted and talented handicapped individuals, such as Helen Keller and Franklin D. Roosevelt, are cited. The need for providing special education programs to these students is emphasized. Possible impacts of disablities on the student's development of intelligence or talent are considered. Identification concerns include educating teachers, parents, and diagnosticians to search for potential. Biographical information records, and peer evaluation forms may be used. Services to these students can be promoted by such approaches as encouraging support for research on the topic and on the formation of advocate groups. (CL)

ED 262 538 EC 180 946

*Marcell, Michael M.; Weeks, Sharon L.*
Auditory Memory Difficulties and Down Syndrome.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Conference of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Auditory Perception; *Downs Syndrome; *Learning Modalities; Memory; *Recall (Psychology); *Short Term Memory

The study attempted to determine whether the failure of Down Syndrome (DS) individuals to show the modality effect (the tendency to show better short-term memory for brief sequences of auditory rather than visual information) is due to the verbal-expressive demands of oral responding in memory tasks. DS, nonretarded (NR) and MR (non-DS mentally retarded) Ss (N=33) listened to or looked at increasingly-long sequences of single digits and attempted to recall them either orally or manually. Analyses suggested that (1) manual responding failed to enhance auditory recall in either DS or any other Ss; (2) difficulty in recalling auditory stimuli was greatest for DS mentally retarded Ss; and (3) DS auditory difficulty was most apparent in the recall of order information. Findings suggested that the adverse consequences of mental retardation were most apparent in the recall of order information, and that this recall difficulty was greater for DS Ss. (Author/CL)

ED 262 182 CE 042 547

Robotics in Industrial Arts. Final Narrative Report for the Exemplary Project.

**Ascension Parish School Board, Donaldsonville, La.**

SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- 26 Nov 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Oriented Programs; *Course Content; *Curriculum Development; Cybernetics; *Electronics; High Schools; *Industrial Arts; Learning Activities; Learning Modules; Microcomputers; Program Development; Program Effectiveness; *Program Implementation; *Robotics; Student Attitudes; Units of Study

To introduce students to the world of robotics and industrial automation, robotics was introduced to students enrolled in electronics classes in the industrial arts program at St. Amant High School (Louisiana). Three robots, three host microcomputers, and necessary software were purchased. The electronics instructor installed the three robots while the host microcomputers were set up by the vendors. Students learned how the basic principles of electronics relate to robotics and had hands-on experience with industrial robots. A total of 134 male students (no females) participated in the program in the first year, at a total cost of approximately $39,090. Students who evaluated the course (124) rated it very highly and stated that they learned about robotics and liked the course. The staff evaluation committee agreed that the project was a great asset to the industrial arts program because it introduced new technology to a program that had not changed in many years. Recommendations for the future included the acquisition of more robots and more microcomputers, upgrading of the equipment as required by technological changes, and one-month extended employment for the teacher to upgrade the program during the summer. The project committee recommended that robotics be added to the electronics courses at other high schools in the district. (A curriculum guide, information about robotics, student activities, and equipment specifications make up a large part of this report.) (KC)

ED 262 197 CE 042 576

Automotive Technology Objectives. Career Education. DS Manual 2870.1.
**Dependents Schools (DOD), Washington, D.C.**
PUB DATE- Apr 84
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Career Exploration; Classroom Techniques; Competency Based Education; Consumer Education; Course Content; Course Descriptions; Definitions; Disabilities; Employment Opportunities; Energy Education; Engines; Equipment Maintenance; Equipment Utilization; Facility Requirements; Guidelines; Hand Tools; Mainstreaming; *Mechanics (Process); *Power Technology; Program Evaluation; Questionnaires; Records (Forms); School Safety; Secondary Education; *Small Engine Mechanics; Teaching Methods; *Trade and Industrial Education

This guide is designed for use in helping junior and senior high school students explore the field of automotive technology as a potential career area. Included in the manual are the following materials: definitions, a key to the organization and numbering code and symbols used in the lists of objectives, lists of general and program objectives with recommended instructional levels, a flow chart detailing the organizational pattern of the course of study to prepare students for careers in automotive technology, descriptions of pertinent required and elective courses, suggested facilities layouts, guidelines for classroom safety and health, a discussion of strategies for mainstreaming disabled students through the development of individualized educational programs (IEPs), a competency profile for vocational teachers instructing sensory and physically impaired students, a self-assessment evaluation form for teachers, a sample certificate of completion, and a brief list of basic textbooks. (MN)

ED 262 224 CE 042 633

Shorthand 20-30. Business Education Curriculum Guide.
**Alberta Dept. of Education, Edmonton. Curriculum Branch.**
PUB DATE- 85
NOTE- 30p.; For related documents, see CE 042 625-632.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Business Skills; Course Content; Curriculum Guides; *Dictation; Foreign Countries; Guidelines; High Schools; *Office Occupations Education; Program Content; *Shorthand; Student Evaluation
IDENTIFIERS- Alberta; *Transcription

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of shorthand. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for shorthand 20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the 10 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are shorthand theory 1, 2, and 3; shorthand theory, dictation, and transcription I and II; and speed and transcription skill building I through V. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

*Eickhoff, Luvern R.*
Laser & Fiber Optics: Instructional Manual. The North Dakota High Technology Mobile Laboratory Project.
**North Dakota Univ., Grand Forks. Dept. of Industrial Technology.**
SPONS. AGENCY- North Dakota State Board for Vocational Education, Bismarck.
PUB DATE- 85
NOTE- 92p.; For related documents, see CE 042 702-705.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Course Content; Equipment; Industrial Arts; *Lasers; Learning Activities; Lesson Plans; *Light; *Optics; Postsecondary Education; Science Equipment; Secondary Education; Teaching Methods; Vocational Education; Workshops
IDENTIFIERS- *Fiber Optics

This instructional manual contains 20 learning activity packets for use in a workshop on lasers and fiber optics. The lessons cover the following topics: what a laser; coherent light; setting up the laser; characteristics of the laser beam; scattering of light; laser beam divergence, intensity, color, ophthalmology, and reflections; directivity of laser beam communication systems; simultaneous amplitude and polarization; measurement of glass thickness and liquid level; laser beam intensity control by polarizers; splitting the laser beam by parallel glass and by prism; light pipes and fiber optics; laser amplitude modulated communcation; and simultaneous amplitude and polarization modulation of the laser beam. Each learning activity packet lists prerequisites, purpose, and competencies to be developed and provides information sheets, illustrations, and learning activities. (KC)

ED 262 306 CG 018 541

*Alloy, Lauren B.*
Psychodiagnostic and Psychotherapeutic Judgments: Expectation-Based Biases in Covariation Assessment.
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; *Clinical Diagnosis; *Clinical Psychology; Correlation; Expectation; *Labeling (of Persons); *Psychological Evaluation; Therapy

This paper considers three clinical judgment biases in clinical inference: (1) illusory correlation bias, the report by clinicians of a correlation between psychodiagnostic test signs and patient's symptoms which are not correlated or are correlated to a smaller degree than that reported; (2) labeling bias, the tendency of exposure to diagnositc labels to influence clinician's inferences about patients in such a way as to confirm the original label in the clinician's diagnosis; and (3) therapy outcome bias, the clinicians' belief that therapeutic techniques toward which they are favorably predisposed are more effective in remediating patients' symptoms than are alternative treatment strategies, even when research has shown that their favored strategies have no advantage over alternative therapies. Alloy and Tabachnik's theoretical model for understanding people's covariation assessments is applied to clinicians' diagnostic and therapy decisions in an attempt to formulate a covariation perspective for understanding clinical judgments. Evidence is presented which demonstrates that clinicians' judgments are influenced jointly by expectations and situational information. It is argued that often when covariation judgments go awry, they have been biased by clinicians' a priori expectations. The implications of the illusory correlation, labeling, and therapy outcome biases for clinical practice are considered, and the issues of accuracy, rationality, and utility in evaluating the impact of such biases are discussed. Possible strategies for debiasing inaccurate diagnostic and therapeutic inferences are suggested. (NRB)

ED 262 320 CG 018 555

Demographics of Adolescent Pregnancy in the United States. Joint Hearing before the Subcommittee on Census and Population of the Committee on Post Office and Civil Service and the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, First Session.

**Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.**

PUB DATE- 30 Apr 85

NOTE- 132p.; Some pages may be marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; Contraception; *Demography; *Early Parenthood; *Federal Programs; Hearings; Intervention; *Pregnancy; Prevention; *Public Policy

IDENTIFIERS- Congress 99th

This document provides witness testimonies and prepared statements from the Congressional hearing called to examine the issue of adolescent pregnancy. Opening statements are given by Congressmen Henry A. Waxman, Robert Carcia, James Scheuer, and James V. Hansen. Witnesses include William Butz and Martin O'Connell from the Bureau of the Census who provide a statistical profile of teenagers developed from Census Bureau data. Wendy Baldwin from the National Institute for Child Health and Human Development discusses trends and correlates of adolescent pregnancy and childbearing. Jacqueline Darroch Forrest from the Alan Guttmacher Institute describes a study on teenage pregnancy and fertility in developed countries. Martha R. Burt from the Urban Institute considers effective interventions in the area of teenage pregnancy and parenting. Ronald D. Soloway from the Center for Public Advocacy Research addresses the policy and program implications of data provided by other witnesses; outlines steps in public policy to reduce teenage pregnancy by providing quality health and contraceptive services and by strengthening families; and considers policy and program expenditures in the areas of education, health, employment, family support, and child care. Also included are the results of a hearing on religious perceptions about family planning and sex education, a prepared statement from Congresswoman Cardiss Collins, and a paper on Hispanic teenagers from the Alan Guttmacher Institute. (NRB)

*Hett, Geoffrey G.; Davies, Alan*
The Counsellor as Consultant.
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Modification; *Consultation Programs; *Counselor Attitudes; *Counselor Role; Counselor Teacher Cooperation; Foreign Countries; Literature Reviews; *School Counselors; Student Problems; *Teacher Attitudes
IDENTIFIERS- Canada

A survey (Jevne, 1981) conducted to determine Canadian counselor competencies revealed that, of the nine areas considered important for counselor training, the 304 respondents in the field of counseling ranked training in consulting as sixth in importance. Prompted by these results, a literature review was conducted to determine if consulting was considered low in priority by other counselors and school personnel. Counselors who responded to other Canadian and several United States surveys have indicated that consulting is a prominent counseling skill and function. Consulting with school staff members was also ranked as an important counselor function by Canadian teachers and administrators. According to the research reviewed, classroom teachers at all levels viewed the areas of student motivation, classroom management, and disruptive behavior as primary problems. In addition, teachers and administrators viewed consulting with a counselor as a potentially useful approach for dealing with such problems. Classroom studies have revealed several effective strategies for improving student motivation and general classroom behavior, including teacher attention, token reinforcement, time-out for positive reinforcement, behavioral contracting, and self-modification. As a consultant, the counselor is best able to assist teachers through inservice training of behavior management techniques which can be implemented in the classroom. (NRB)

ED 262 362 CG 018 597

Emerging Trends in Mental Health Care for Adolescents. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session.

**Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.**

PUB DATE- 6 Jun 85

NOTE- 189p.; Some pages are marginally reproducible due to small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; Alcoholism; Community Programs; *Drug Abuse; *Emotional Problems; *Health Insurance; Hearings; Individual Needs; *Mental Health Programs; *Psychiatric Hospitals; Trend Analysis

IDENTIFIERS- Congress 98th; *Substance Abuse

This document presents witness testimonies and prepared statements from the Congressional hearing called to examine mental health trends for treating adolescents with emotional or substance abuse problems. Committee chairman George Miller voices concern that while insurance coverage changes and third party health care reimbursements are expanding in-patient psychiatric and drug-related hospitalization for adolescents, public and community-based mental health resources are becoming scarce. Other statements are heard from representatives Gerry Sikorski and Dan Coats, and from two panels of witnesses. The first panel consists of the director of the Center for the Study of Youth Policy, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, who discusses hospital admission criteria and program monitoring; a mother and daughter who describe their experiences with the adolescent mental health care system; and the chairman of the Department of Psychiatry at Children's Hospital National Medical Center in Washington, D.C., who outlines the problem of adolescent mental health care and explains existing admissions review procedures. The second panel includes the research coordinator, Center for Health Policy and Management, John F. Kennedy School of Government, Harvard University, who discusses the commercialization of the American health care system; the commissioner, Maine department of mental health and mental retardation, who advocates state strategies for providing alternative treatment plans; and the chief juvenile probation officer, Dallas County, Texas, who discusses the power and potential abuse of power exercised in psychiatric and chemical dependency programs. An extensive set of prepared statements, letters, and supplemental materials is provided. (NRB)

ED 262 389 CS 008 182

*Singer, Harry, Ed.; Ruddell, Robert B., Ed.*
Theoretical Models and Processes of Reading. Third Edition.
**International Reading Association, Newark, Del.**
REPORT NO.- ISBN-0-87207-437-4
PUB DATE- 85
NOTE- 972p.; For the first and second editions, see ED 072 401 and ED 124 919, respectively. Author and content indexes may not be legible due to small print.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 437, $25.00 member, $35.00 nonmember).
LANGUAGE- English
EDRS Price - MF07/PC39 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Cognitive Processes; Educational History; *Educational Theories; Elementary Secondary Education; Higher Education; Instructional Improvement; Language Acquisition; *Learning Theories; Metacognition; Models; Psycholinguistics; Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Research; Research Needs; Teaching Methods; *Theory Practice Relationship; Word Recognition

Intended for teachers, students, and researchers of reading, this book reflects the theories, models, and research generated over the past 10 years on the psychology and pedagogy of reading. Essays in the first section of the book deal with the historical changes in reading research and theory, and the pioneers of reading research. Essays in the second section discuss the various processes of reading, and are organized under subheadings for language, visual perception, word recognition, comprehension, metacognition, affective domain, and culture. Specific topics discussed in this section include oral and written language acquisition and the reading process, comprehension of text structures, development of selective attention strategies for learning from text, and the social context of learning to read. Essays in the third section explore various models of reading, including developmental, information processing, interaction, inferential, transactional-psycholinguistic, and affective models. Essays in the fourth section deal with teaching and research issues. Each of the four sections begins with a short introduction to its topic of focus. (HTH)

ED 262 434 CS 209 405

*Dobrin, David N.*
Some Ideas about Idea Processors.

PUB DATE- May 85
NOTE- 36p.; Paper presented at the Meeting of the UCLA Conference on "Computers and Writing: New Directions in Teaching and Research" (Los Angeles, CA, May 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Computer Software; *Evaluation Criteria; Notetaking; *Outlining (Discourse); *Prewriting; *Word Processing; Writing (Composition); *Writing Processes
IDENTIFIERS- *Idea Processors; Software Evaluation

Idea processors are computer programs that can aid the user in creating outlines by allowing the user to move, reorder, renumber, expand upon, or delete entries with a push of a button. The question is whether these programs are useful and should be offered to students. Theoretically, an idea processor prioritizes ideas by placing them in a hierarchy. Unfortunately, the idea processor does not really set priorities; it attaches labels indicating priorities that the writer has set. The confusion is between labels or symbols (which are on paper or in the computer) and ideas (which are in the head). The basic limitations of the idea processor are that (1) the meaning of an item on a list is not stable, and (2) the appropriate symbol for the meaning must change when any of the things the item depends on change. Three things need to be adjusted when a program command is used: the idea of what the item means, the idea of what other items mean, and the symbol. The question is whether having to update items is more likely to be a distraction or a way of gaining new insights. Idea processors are not likely to be useful to the ordinary user. Rather, they are likely to be useful to people who regularly plan with outlines, who tend to write things that they are sure about, and who rarely update entries in paper and pencil outlines. (HOD)

ED 262 449 CS 505 095

*Blosser, Betsy J.; Roberts, Donald F.*

Age Differences in Children's Perceptions of Message Intent: An Exploratory Study.

PUB DATE- May 85

NOTE- 40p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Age Differences; *Cognitive Processes; Concept Formation; Credibility; *Perceptual Development; Preadolescents; Preschool Children; Speech Communication; *Television Commercials; *Television Research; *Television Viewing

To determine when and how children begin to differentiate among messages with different goals and to examine whether such differentiation leads to differences in interpretational strategies, 90 children between the ages of 4 and 11 viewed each of five different television messages representing four different message types. The types were: (1) informational (excerpts from network news); (2) persuasive (child-oriented commercials and adult-oriented commercials); (3) educational (excerpts from an instructional spot); and (4) mixed (child-oriented public service announcements). Immediately after viewing each message, children responded to open-ended interviews about message content, type, intent, believability, and belief criteria. It was found that comprehension of narrative content was high, even among the youngest children. Similarly, young children were able to identify messages for which common labels existed in the vernacular. However, few children ever attached labels to educational spots or public service announcements. Correct articulation of message intent took much longer; few children under the age of 8 years correctly identified the intent of any message type. There was also an age-related trend toward the use of functional cues to aid in message identification and a dramatic trend toward reality testing as the appropriate basis for evaluations of message believability. (Author/HOD)

ED 262 463 EA 017 995

Get a Lawyer Before It's Too Late.
**Variety Club School, Honolulu, HI.**
PUB DATE- 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Children and Adults with Learning Disabilities (63rd, San Francisco, CA, February 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Lawyers; *Legal Problems; Legal Responsibility; Parent School Relationship; Personnel Policy; *Staff Role

Lawyers are needed by schools for many more purposes than merely to execute legal documents. This set of notes for a conference presentation considers lawyers' roles in advising on the legal issues involved in the following: (1) business transactions typically encountered by schools (state contract review, state lease, pool lease, nonprofit organizations, insurance questions); (2) answering legal questions relating to personnel policies and actions (grievances, corporal punishment, theft, teachers transporting children in personal vehicles); and (3) helping schools respond to parents (collection of money, playground injuries, administration of medicine, bankruptcies, health, sexual abuse). (PGD)

ED 262 154 CE 041 368

*Lewis, Jean, Comp.*
English as a Second Language Curriculum Guideline for Non-Intensive E.S.L. Programs. Non-Virginia Edition.
**Catholic Diocese of Richmond, VA. Office of Refugee Resettlement.**

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Adult Education Service.
PUB DATE- 2 Jul 84
NOTE- 392p.; The related REEP Curriculum is available from Refugee Education and Employment Program, Wilson School, 1601 Wilson Blvd., Arlington, VA 22209 ($16.50).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; *Adult Programs; Competence; Curriculum Guides; *English (Second Language); Guidelines; *Literacy Education; Pronunciation; Pronunciation Instruction; Second Language Instruction; *Second Language Programs; *Teaching Methods; *Vocabulary; Vocabulary Development
IDENTIFIERS- 310 Project; *Refugee Education and Employment Program

Written for use with the REEP (Refugee Education and Employment Program) Curriculum, this curriculum guideline makes modifications and includes additions to make the REEP curriculum suitable for use in any non-intensive English as a Second Language (ESL) program. (The REEP Curriculum is intended for use in an intensive five-day per week program; a non-intensive program meets only two to three times per week.) A curriculum user's guide offers program guidelines. Vocabulary inventories follow for the REEP Curriculum and Level BIV. Volume II of the "English as a Second Language Resource Manual" appears next. This manual contains descriptions of general techniques used to present the material (purpose, directions, variations, notes), literacy activities (purpose, number of players, materials, directions, variations), and ESL activities by competency (estimated time, purpose, materials, directions, variations). Other contents of the curriculum guideline include a section with pronunciation guidelines and "A Bibliography That Works," a guideline for recommendations, curriculum construction, and supplements appropriate for use in ESL programs for adult and high school students. (YLB)

ED 262 168 CE 042 511

Delivery of Instruction via Television. Final Report.
**Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.**
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Child Rearing; Consultation Programs; Curriculum Development; Delivery Systems; *Distance Education; *Educational Television; Enrollment; Home Programs; Inplant Programs; Mathematics Skills; Postsecondary Education; Staff Development; *Statewide Planning; *Teleconferencing; *Vocational Education
IDENTIFIERS- *Wisconsin

During 1985, the Wisconsin Board of Vocational, Technical, and Adult Education (VTAE) expanded its delivery of instruction via television. Approximately 3,000 persons at 170 sites throughout the United States and Canada participated in the VTAE's Technical School of the Air. In addition to delivering six to eight courses per semester, the network acquired the following three new courses for use in alternative delivery systems: a series of five 30-minute programs on child care skills, a series of 39 lessons covering basic math concepts and operations, and a French language program geared toward children. In addition, a staff development seminar was delivered via video conferencing, and consultation services on distance learning applications were provided to local VTAE districts. (This document contains enrollment reports for the individual VTAE districts throughout the State.) (MN)

ED 262 252 CE 042 679

*Gordon, Ruth*
How Employers Rate Youthful Job Applicants. Education & Employment. Research for the Practitioner. Research Brief No. 2.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 3p.; For executive summary and final technical report, see ED 245 115-116.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Educational Needs; *Education Work Relationship; *Employer Attitudes; Employer Employee Relationship; *Employment Potential; Employment Practices; *Entry Workers; *Grade Point Average; High Schools; *Job Applicants; Job Skills; Vocational Education; Work Attitudes

A survey of employers showed that high school grade point average had the strongest positive influence in the hiring of young people for entry-level jobs. Eight hundred and fifty employers in three fields (clerical, retailing, and machine trades) were asked to rate application forms of fictitious job seekers for specific positions. Other factors that these employers rated highly were the following: (1) high school diploma, (2) part-time or full-time work experience, (3) work experience in large organizations, (4) relevant work experience, (5) participation in cooperative or occupational work experience programs, (6) participation in machine trades vocational education programs for machine trades positions, and (7) attendance at a postsecondary school. A high number of prior job terminations due to quitting or being fired earned a negative rating from employers. Ratings were also influenced by the personal characteristics of the rater and characteristics of the particular job and firm. The study concluded that school administrators should be aware of the importance that employers place on good grades and good attitudes and should encourage students to work for academic honors in order to help them enter the work world. (KC)

ED 262 279 CE 042 722

*Meaders, O. Donald*
Development and Strengthening of Agricultural Education in St. Lucia. A Report.
**Michiagn State Univ., East Lansing. Dept. of Agricultural and Extension Education.**
PUB DATE- Apr 85
NOTE- 34p.; A study conducted during October 1984 at the request of the Caribbean Agricultural Extension Project in cooperation with the Ministry of Agriculture and the Ministry of Education. For related documents, see CE 042 719-723.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Change Strategies; Curriculum Development; Economic Development; Educational Cooperation; *Educational Improvement; *Educational Needs; Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Role; Government School Relationship; Needs Assessment; Policy Formation; Postsecondary Education; Public Policy; School Role; Teacher Education; *Vocational Education
IDENTIFIERS- Caribbean Agricultrual Extension Project; *Saint Lucia; Taiwan

A study examined present agricultural education programs in Saint Lucia and made recommendations for needed improvements. Data for the evauation were obtained from numerous documents and publications, field trips, and discussions with key officials in various ministries and institutions, including the Ministry of Agriculture, Ministry of Education, and the Saint Lucia College of Agriculture. The existing shortage of appropriately trained agriculturalists in Saint Lucia sorely limits the possibility of the further development of agriculture in the country. Strengthening the country's program to prepare agricultural education teachers and improving agricultural and general training at the primary and secondary levels are crucial to the country's development. To accomplish this, the Ministry of Education should have at least one staff member specifically assigned the responsibility of administering and supervising agricultural education. Moreover, two persons should be assigned the task of coordinating agricultural programs in the primary and secondary schools. More and better prepared agriculture teachers are needed at all levels, and periodic studies (occurring at least every 3 years) should be conducted to determine the occupational attainments of graduates of agriculture programs. (Appendixes to this report include a listing of documents reviewed by the researcher, data on present staffing and training needs in Saint Lucia, and a brochure detailing a Michigan State University-sponsored overseas study program dealing with agricultural development and education in Taiwan.) (MN)

ED 262 292 CE 042 741

Prepare Yourself for CBE. Module K-1 of Category K--Implementing Competency-Based Education (CBE). Professional Teacher Education Module Series.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-176-0
PUB DATE- 86
NOTE- 67p.; For related documents, see ED 260 271, CE 042 598, and CE 042 602.
AVAILABLE FROM- American Assocation for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Case Studies; *Competency Based Education; Competency Based Teacher Education; *Educational Needs; Higher Education; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; *Needs Assessment; Secondary Education; *Self Evaluation (Individuals); *Teacher Evaluation; Teaching Skills; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to integrate competency-based education (CBE) into the vocational education curriculum. The purpose of the module is to help the instructor understand the educational philosophy on which CBE is based and how this is applied in practice, assess his/her readiness for CBE, and develop a plan for gaining the knowledge and skills he/she needs. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, case studies, model critiques, inventories, worksheets, and checklists. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 262 539 EC 180 947

*Wojciehowski, Thomas W.; Burton, Louise F.*
The Special Education Teacher as Consultant: Who? Me!
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Consultants; *Disabilities; Inservice Teacher Education; Models; Preservice Teacher Education; *Special Education Teachers; Teacher Role; *Teamwork

The teacher consultant model is seen as one way to develop collaborative working relationships between classroom teachers and special educators. A triadic model of consultation as modified for special education settings is presented as an educational team linked in shared responsibility to resolve a common goal. Considerations in the consultative process are examined, including the role of active listeners and information gatherers. Strategies with which consultants can gain acceptance are noted, including modeling the use of interview skills, demonstrating the willingness to learn from others, and using situational leadership. The importance of recognizing the necessity of motivation and task dedication for insuring productive team participation is emphasized. (CL)

ED 262 212 CE 042 612

Assessing and Meeting Training Needs of Regular Vocational Teachers of the Handicapped. Final Report 1983-84.

**Educational Information and Resource Center, Sewell, NJ.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

PUB DATE- 84

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Attitude Change; *Disabilities; *Educational Needs; *Inservice Teacher Education; *Needs Assessment; Regional Schools; Secondary Education; Teacher Attitudes; *Vocational Education Teachers; Vocational Schools

A project determined the educational and training needs of vocational teachers who teach handicapped children in area vocational schools. In addition, a series of inservice sessions predicated on the needs assessment results was provided. Finally, through pretesting and posttesting, the project measured attitudes of these teachers toward the disabled. Eighty vocational teachers from four area vocational-technical schools participated. Results on the priority needs areas called for more pupil information and pertinent didactic materials and strategies to be delivered by resource personnel, in-person, and/or through courses, seminars, workshops, or school visitations. Teacher attitudes improved with training, increasing an average of 5 points (74 to 79); the range of increase for four schools was 2 to 10.5 points. It appeared that the combination of needs assessments and preferred training activities is sufficient to engender teacher attitude improvement, at least with vocational teachers in area vocational-technical schools. (Appendixes include treatment references and treatment handouts.) (Author/YLB)

ED 262 225 CE 042 636

*Augustin, James W.*

Adult Students and Career Planning.

**Wisconsin Univ., Green Bay. Assessment Center.**
PUB DATE- Sep 85

NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *Career Choice; Career Counseling; *Career Planning; College Role; *College Students; Higher Education; *Majors (Students); Occupational Aspiration; Reentry Students; Student College Relationship; *Student Educational Objectives; Undergraduate Students
IDENTIFIERS- *University of Wisconsin

This study sought to determine the interests of adult students at the University of Wisconsin in using various types of career-related information and services, to assess the extent to which adult students use campus resources that provide career-related information and services and find them helpful, and to examine the process of selecting a major field of study. A mailed questionnaire was completed by 442 adult (25 years and older) and 459 younger students enrolled at three University of Wisconsin campuses. The survey found that a majority of adults are working toward a college degree primarily for career-related reasons--to develop a new career or to advance in a current job. Business, education, social work, nursing, and accounting are the most popular majors, but 78 other majors are being pursued. A majority of adults reported that personal characteristics such as interests, occupational plans, self-development goals, and abilities and skills have a major influence on choice of field of study. Previous work experience is a major influence on choice of field among adults, but not younger students. Adults also indicated that age is a factor in their choice of a field of study. Half of the adult juniors and seniors had changed their majors at least once, and two-thirds selected their major after enrolling in college. Finally, many adults have great interest in services related to occupations and career options, but few used the career service office; many adult students were unaware of career-related services available to them. The results of the survey are to be used to make career advising information more accessible to adult students. (KC)

ED 262 238 CE 042 651

Foodservice. Subject Matter Update 1986-87.
**Oregon State Dept. of Education, Salem. Div. of Vocational Education.**
PUB DATE- 85
NOTE- 21p.; For related documents, see CE 042 647-652.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Course Content; *Curriculum Development; Educational Objectives; *Education Work Relationship; Employment Opportunities; Employment Projections; Equipment; *Food Service; Job Skills; Occupational Clusters; *Program Improvement; *Relevance (Education); Secondary Education; Skill Development; State Curriculum Guides; Statewide Planning; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Oregon

This publication recognizes the constantly changing requirements of the food service industry and varying conditions for employment opportunities. It addresses the goal of relevance in education by enabling the educator to make timely adjustments in the subject matter of the food service curriculum. There are six sections in this publication, each of which can assist the vocational education teacher in evaluating and improving existing material and in developing new subject matter. The sections cover the following topics: (1) program goals in the food service cluster, (2) changing industry trends and trade practices, (3) employment trends in the food service cluster, (4) equipment needs, (5) subject matter changes, and (6) essential learning skills. By using this information, the teaching staff may achieve higher levels of classroom productivity--a productivity that not only recognizes future needs but also fosters strong linkages between educators, students, and the associated industries. (This update represents the opinions of industry people and is not the result of a detailed analysis of occupations.) (KC)

ED 262 335 CG 018 570

*Brandon, Thomas H.; And Others*
Maintenance Sessions Prolong Cigarette Abstinence.
PUB DATE- Aug 85
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Behavior Modification; Change Strategies; Coping; Group Counseling; Health Programs; *Maintenance; Physical Health; *Program Effectiveness; *Self Help Programs; *Smoking; Social Reinforcement
IDENTIFIERS- Behavior Management; Measurement of Change

Recent smoking treatment programs have shifted emphasis from initial cessation rates to long-term abstinence, with aversion therapy and coping response training having had the most success. A smoking cessation treatment consisting of rapid smoking and behavioral counseling was supplemented with two maintenance treatments. After completing the 2-week smoking program, subjects continued in either a control condition (N=20) or in one of two maintenance conditions (N=37). Subjects in both maintenance groups underwent coping response and exposure treatments. In addition, one group's treatment included rapid puffing trials. The differences in the results of the cessation only group and the two maintenance groups became significant after the 3 month posttreatment follow-up. By 6 months postreatment, however, the difference was nonsignificant: 50 percent of the maintenance subjects remained abstinent compared to 37 percent of nonmaintenance subjects. High scores on the Depression Proneness Inventory and the Self-Control Schedule, as well as a large number of life stressors as measured by the Social Readjustment Scale, correlated with quicker relapse in the maintenance subjects. Since the relapse curves of the two maintenance groups were similar, the rapid puffing trials failed to make a significant contribution to abstinence. Although maintenance sessions did retard relapse during the 3 month maintenance period, the lack of significant long-term differences suggests a need to re-examine the factors underlying maintenance effects. (TW)

ED 262 404 CS 209 253

*Soderston, Candace*
Task Analysis: Applying Composition Theory in an Industrial Forum.
PUB DATE- 84
NOTE- 5p.; In: Proceedings of the International Technical Communication Conference of the Society for Technical Communication (31st, Seattle, WA, April 29-May 2, 1984). p89-92.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Group Dynamics; *Organizational Communication; *Prewriting; Revision (Written Composition); *Task Analysis; *Technical Writing; *Writing Exercises; Writing Processes
IDENTIFIERS- *Audience Awareness; Group Projects

Technical writers involved in an institutional writing project need some way of viewing the raw material globally before writing. In this way they can build a framework which can be used for different types of information. This is accomplished through a task analysis meeting that highlights the following preparatory steps prior to writing: (1) determine the scope, (2) define the audience and identify the reader, (3) determine the purpose, (4) determine the task or tasks, and (5) determine the constraints--posed by the system or by how the document will be used. The purpose of the task analysis meeting is, therefore, to elicit from the subject matter experts information that is procedurally and user oriented. The goal of the meeting is to have participants generate tasks that fit into four columns: action, audience, information requirements, and result. The information generated in this collective exercise is more comprehensive than what can be extracted through individual interviews. Performing this type of task analysis before writing a single word may make the difference between designer-based material and usable, reader-based material. (HOD)

*Anderson, Philip M., Ed.*
Integrating Reading, Writing, and Thinking.
**New England Association of Teachers of English.**
PUB DATE- 83
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Integrated Activities; *Integrated Curriculum; Language Arts; *Language Processing; Listening Skills; Reading Instruction; *Reading Skills; Speech Instruction; Speech Skills; Unified Studies Curriculum; Writing Instruction; *Writing Skills

IDENTIFIERS- *Thinking Skills

The eight articles in this focused journal issue are concerned with integrating reading, writing, and thinking, with varying attention to other language processes such as listening and speaking. The titles and authors of the articles are (1) "Does What You Read Influence How You Write?" by Dennis Adams; (2) "Dictation: Building Listening, Writing, and Reading Skills Together," by Sandra Stotsky; (3) "The Case for Complete Sentence Answers to Questions," by Judith Knapp Boyce; (4) "Review Writing: A Practical Application of Bloom's Taxonomy," by Elizabeth Carros Keroack; (5) "But What About (Gulp) Spelling?" by Linda Tilgner; (6) "All About Me Metaphors" by Maria T. Valeri and Sharon Disabato; (7) "Using the Newspaper to Strengthen the Reader-Writer Relationship of Middle School Students," by Margery Staman Miller and (8) "It Has to be a Poem, This Idea I Have...," by Rae N. Iverson. (EL)

ED 262 479 EA 018 035

*Malen, Betty*
The Political Bargaining Model--"New" Dimensions.
PUB DATE- Apr 85
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Governance; Lobbying; *Models; *Policy Formation; *Political Influences; Political Power; *Politics of Education; Power Structure; Private School Aid; Social Exchange Theory; State Action; *State Legislation; Tax Credits; Tuition
IDENTIFIERS- Minnesota; *Political Bargaining Model

Policymaking has been studied from a variety of conceptual perspectives. The political bargaining model, used in conjunction with the broader systems framework, constitutes a familiar approach to research regarding education policymaking at the state level. This paper focuses on the conceptual implications of a study which applied that approach to a longitudinal investigation of the legislative process resulting in Minnesota's tuition tax concession statutes for elementary-secondary education. The findings indicate that the political bargaining model is a valid, productive, but insufficient model because it does not directly address two pervasive features of the process--political language and symbolic action. This paper provides a summary of the Minnesota study, a brief illustration of the utility of the political bargaining model, and a preliminary case for the consideration of categories that direct our attention to the symbolic dimension of state level policymaking. (Author/TE)

ED 262 493 EC 180 901

*Bull, Kay Sather; Land, Imogene*

Developing Learning Centers Utilizing Bloom's Taxonomy for Secondary Students and Blooming for Vertical and Horizontal Expansion or Creative Obfuscations to Confuse and Bewilder Your Friends: A Student Guide to Bloom's Taxonomy.

PUB DATE- Mar 85
NOTE- 55p.; Paper presented at the Annual Meeting of the American Council on Rural Special Education (5th, Bellingham, WA, March 19-22, 1985).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Disabilities; Discovery Learning; *Gifted; *Learning Centers (Classroom); Rural Areas; Secondary Education; Teaching Methods
IDENTIFIERS- *Blooms Taxonomy

Intended for secondary teachers in rural areas, the paper examines ways to implement a learning center approach to meet a range of students' needs, including mainstreamed special needs, students, regular students, and gifted and talented students. The first section considers B. Bloom's Taxonomy as a basis for developing learning centers. Definitions of each level of the taxonomy are presented along with examples of questions and objectives which illustrate each level (knowledge, comprehension, application, analysis, synthesis, and evaluation). Then 83 ideas for products are offered. The second section discusses the nature of giftedness and talent and covers differentiation of instruction, student contracts, and responsibilities of the regular classroom teacher to the gifted child. The final section addresses concerns for using the approach with special needs students. Suggestions in this section include ways to adjust the work time for the mainstreamed student and the use of peers in the regular classroom. The student guide entitled "Blooming for Vertical and Horizontal Expansion or Creative Obfuscations to Confuse and Bewilder Your Friends" aims to assist the student in writing learning units for other students. It contains exercises and questions related to Bloom's Taxonomy. (CL)

ED 262 508 EC 180 916

*McGreevy, Ann M.*
Creativity and the Creative Process. 1985 Digest, Revised.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Creative Development; *Creative Thinking; *Creativity; Elementary Secondary Education
IDENTIFIERS- ERIC Digests

The digest explores the nature of the creative process. It begins with background information which notes the importance of seeing the familiar in a new light and the possibility on non-acceptance of the creative act. Four basic abilities necessary for creativity and problem solving are identified: (1) fluency, (2) flexibility, (3) elaboration, and (4) originality. Guidelines are offered parents and teachers regarding ways to foster creativity, including allowing flexibility in scheduling, listening to and encouraging all ideas and suggestions, looking for ways to integrate interests, and providing a variety of materials with which to experiment. Four basic rules are set forth: defer judgment, generate many ideas for any given situation (both in number and in kind), solicit free thinking, and combine ideas. A list of resources on the topic concludes the digest. (CL)

ED 262 523 EC 180 931

*Reis, Sally M.; Renzulli, Joseph S.*
Identification of the Gifted and Talented. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010

AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Criteria; Elementary Secondary Education; Evaluation Methods; *Gifted; *Talent; *Talent Identification
IDENTIFIERS- ERIC Digests

The digest addresses ways in which gifted and talented students are identified. Commonly used identification systems include matrix systems, the Talent Search Identification Model, and the Revolving Door Identification Model. Major questions about identification practices include inappropriate use of certain instruments and the inadequacy of existing measures to identify certain subpopulations. Guidelines for identification procedures and criteria include the use of identification criteria specifically related to the definition, reasonable cutoffs, allowance for an appeals procedure, and the use of reliable and valid performance indicators. The most frequently used sources of information include test scores, ancedotal records, student products and performances, peer and self ratings. A brief list of references concludes the digest. (CL)

ED 262 169 CE 042 516

Evaluation Study of VTAE Wood Technics Programs.
**Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.**

PUB DATE- 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Building Trades; Educational Attitudes; Employer Attitudes; Industrial Arts; *Outcomes of Education; Postsecondary Education; *Program Attitudes; *Program Effectiveness; Program Evaluation; Program Improvement; *State Programs; Statewide Planning; Technical Education; *Woodworking
IDENTIFIERS- *Wisconsin Vocational Technical Adult Ed Districts

A survey of former students of the Wisconsin Vocational, Technical, and Adult Education (VTAE) wood technics programs and employers in woodworking industries was conducted during spring of 1985. General objectives were to determine job classifications, types of businesses, and relative importance of tasks or duties in various woodworking-related occupations, and to seek information on future trends and suggestions for improving training in the program. A total of 77 questionnaires from former students and 57 from employers were processed for this study. Some of the findings were as follows: (1) former students were employed in a broad array of 14 occupations, with a noticeable decrease in unemployment and an increase in self-employment; (2) nearly half of the former students were employed in residential construction and/or contracting, while a fifth of the employers were in this type of business; (3) all woodworking occupational categories listed in the questionnaire were represented in the ranking of the 29 tasks rated most important by former students and employers; (4) training subjects receiving the highest ratings by both former students and employers included safety, blueprint reading, use and care of tools and machines, problem solving, wood and lumber materials, and communications; (5) respondents indicated that VTAE schools could help them by offering update seminars or courses on new materials and applications and new technology; and (6) the majority of former students rated the wood technics program as very good or excellent. Recommendations for course modifications and updatings were to be made from the results of the study. (KC)

ED 262 183	CE 042 549

*Stephens, Barbara; Jacobus, Jane*
Senior Adults on the Go. A 310 Final Project Report. Fiscal Years 1984 and 1985.
**Southwestern Community Coll., Creston, Iowa.**
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 1 Jul 85
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Programs; *Aging (Individuals); Consumer Education; Curriculum Development; Educational Needs; Field Tests; Information Dissemination; Inservice Teacher Education; Instructional Materials; Material Development; Needs Assessment; *Older Adults; *Outreach Programs; Pretests Posttests; Publicity; Questionnaires; Regional Planning; Rural Areas; *Rural Education; Self Concept; Student Recruitment; Surveys; Teacher Workshops; Teaching Methods
IDENTIFIERS- 310 Project; *Iowa

A four-phase project was undertaken to expand adult basic education (ABE) program outreach to meet the needs of the underserved, rurally isolated, older residents of south and southwest Iowa. The first phase of the project consisted of an advisory committee project review, a series of ABE staff interviews of senior citizens residing in the area, and a needs survey. In the second phase of the project, curriculum units were developed to help the area senior citizens to (1) build their self-confidence and self-respect, (2) improve their basic skills, (3) develop a better understanding of their role as citizens, and (4) become wiser consumers. Next, a day-long inservice session was held to prepare local ABE instructors to field test the project. Formative and summative assessments of the programs attested to its success. (Appendixes to this project report include maps of the project sites, the student and teacher handouts, an attitude-toward-aging scale, a project schedule, various recruitment and publicity materials, the pre- and posttests administered to the students, and a dissemination workshop agenda.) (MN)

ED 262 198 CE 042 577

Medical Technology. Career Education. DS Manual 2830.1.
**Dependents Schools (DOD), Washington, D.C.**

PUB DATE- Apr 84
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Biomedical Equipment; *Career Education; *Career Exploration; Classroom Techniques; Competency Based Education; Course Content; Course Descriptions; Definitions; Disabilities; Employment Opportunities; Equipment Utilization; Facility Requirements; Guidelines; Mainstreaming; *Medical Assistants; Medical Evaluation; Medical Record Technicians; Medical Services; *Medical Technologists; Medical Vocabulary; Program Evaluation; Questionnaires; Recordkeeping; Records (Forms); School Safety; Secondary Education; Teaching Methods; Work Attitudes

This guide is designed for use in helping junior and senior high school students explore the field of medical technology as a potential career area. Included in the manual are the following materials: definitions, a key to the organization and numbering code and symbols used in the lists of objectives, lists of general and program objectives with recommended instructional levels, a flow chart detailing the organizational pattern of the course of study to prepare students for careers in medical technology, descriptions of pertinent required and elective courses, suggested facilities layouts, guidelines for classroom safety and health, a discussion of strategies for mainstreaming disabled students through the development of individualized educational programs (IEPs), a competency profile for vocational teachers instructing sensory and physically impaired students, a self-assessment evaluation form for teachers, a sample certificate of completion, and a brief list of basic textbooks. (MN)

*Auer, Herbert J.*
Robotics: Instructional Manual. The North Dakota High Technology Mobile Laboratory Project.
**North Dakota Univ., Grand Forks. Dept. of Industrial Technology.**
SPONS. AGENCY- North Dakota State Board for Vocational Education, Bismarck.
PUB DATE- 85
NOTE- 246p.; For related documents, see CE 042 701-705.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Competency Based Education; *Computer Oriented Programs; Course Content; Equipment; Industrial Arts; Learning Activities; Lesson Plans; *Microcomputers; Postsecondary Education; *Robotics; Secondary Education; Teaching Methods; Vocational Education; Workshops

This instructional manual contains 20 learning activity packets for use in a workshop on robotics. The lessons cover the following topics: safety considerations in robotics; introduction to technology-level and coordinate-systems categories; the teach pendant (a hand-held computer, usually attached to the robot controller, with which the operator can guide the robot through a series of points or in a motion pattern); the robot's main structure; robotics maintenance and troubleshooting; robot waist, bicep, and elbow actions; robot wrist flex and rotate actions; robotic end-effectors and actions; the robot's working envelope; the "hard" and "soft" home positions/movements; teach pendant: the "LEARN" A sequence mode; teach pendant: "EDITing" a LEARNed program; the robot's drive train and drive-motor steps; robotics feedback, optical encoders, and drive-motors; robotics end-effector placement specifications; robot pick-and-place operations; robot point-to-point operations; robot continuous path operations; robot program loading; robotics languages; and the future of robotics. Each learning activity packet lists prerequisites, purpose, and competencies to be developed and contains information sheets, illustrations, and learning activities. A lengthy appendix to the instructor's manual explains the XR series teach pendant. (KC)

ED 262 307 CG 018 542

*Smith, Steven R.*

Child Abuse Reporting: Current Reporting Laws and Proposed Reforms.

PUB DATE- 23 Aug 85
NOTE- 24p.; Paper presented at the symposium "Child Abuse Reporting Laws and Psychology" at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Disclosure; *Legal Responsibility; *Psychologists; *State Legislation

Child abuse reporting statutes in all United States jurisdictions impose obligations on psychologists. Requiring psychologists to report known or suspected abuse may interfere with psychotherapy and discourage abusers from seeking therapy. Although the child abuse reporting statutes vary considerably, state statutes share common features. There has been a tendency to provide for reporting to children's protective services agencies rather than law enforcement agencies, to provide for central registries of child abuse within the state, and to broaden the reporting requirements by expanding the definition of abuse and neglect and by increasing the groups of persons required to report. It is now common to require reports from all medical personnel, social service workers, teachers and schools, and law enforcement officers. Many states require anyone suspecting or knowing of child abuse to report it. Although states vary in the definition of abuse, it generally includes physical injury, sexual molestation, emotional injury, or neglect. Failure to report and the large number of unsubstantiated reported cases suggest that there are serious problems with child abuse reporting laws. Reforms are needed which would sharpen and narrow the definition of child abuse; eliminate the reporting requirement when the information is received from an abuser seeking psychotherapy to stop the abuse; and provide a qualified immunity from prosecution for those abusers who voluntarily seek therapy. (NRB)

ED 262 321 CG 018 556

Juvenile Rape Victims. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. On the Problems of Juvenile Victims in Sexual Assault Cases. United States Senate, Ninety-Ninth Congress, First Session.

**Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.**

PUB DATE- 24 Apr 85

NOTE- 43p.; Some pages may be marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; *Court Litigation; Hearings; *Legal Problems; *Rape; Sexual Abuse; *Victims of Crime

IDENTIFIERS- Congress 99th; *Testimony

This document provides witness testimonies and prepared statements from the Congressional hearing called to consider the problems of juvenile victims in sexual assault cases. Opening statements are given by Senators Arlen Specter, Paul Simon, and Mitch McConnell. The recent controversy concerning the rape conviction of Gary Dotson and the recantation of testimony by Cathleen Crowell Webb in that case is credited with focusing public attention on the problems accompanying rape. Cathleen Webb and her attorney, John McLario, provide testimony about that case for this hearing. Paul Rothstein, a professor at Georgetown University Law Center discusses various aspects of the law as it relates to recantation of evidence and outlines reasons for suspecting recantations. Charles P. McDowell from the Office of Special Investigations, United States Air Force, describes his analyses of 1,218 rape investigations, approximately 341 of which were false allegations, and offers ten characteristic features of a false allegation. Ellen Frank from the Western Psychiatric Institute and Clinic, on behalf of the American Psychological Association, addresses the mental health consequences of rape victimization, examines factors affecting recovery from rape trauma, and considers the circumstances under which rape victims are likely to participate in the criminal justice process. (NRB)

ED 262 349 CG 018 584

Hett, Geoffrey G.
Canadian Children from Single-Parent Families: Are They an Overlooked Minority?
PUB DATE- 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; Children; *Divorce; Elementary Education; Family Life; Foreign Countries; *Learning Problems; *One Parent Family; *Social Behavior; *Student Behavior; Student Problems; Teacher Attitudes
IDENTIFIERS- Canada

Although the divorce rate in Canada is growing, little Canadian research has studied the effects of family separation on children. To examine the effects of family separation on children in school-related areas, data were collected on 1241 students in kindergarten through seventh grade. Teachers completed an 11-item questionnaire for each student in their classrooms, rating students in several areas. Identical forms were completed for 152 children living in single-parent families, 1035 children living in two-parent families, and 54 children living in other family arrangements. Chi square analyses revealed significant differences among the three groups in all areas examined. The results revealed that, compared to children from two-parent families, children from single-parent families or from families with other living arrangements were more at risk academically, experienced more serious learning problems which required special instruction, exhibited poorer social behavior, were involved in more activities requiring discipline, exhibited poorer attention skills, were absent from school and complained of illness more often, and were more likely to change schools during the school year. These findings suggest that children from separated families have significantly more school-related problems than do children living with intact families. Future research should be directed toward helping children cope with family separation when it occurs. (Eight data tables and the study questionnaire are included.) (NRB)

ED 262 376 CS 008 154

*Osburn, Bess*
Lesson Plans, Behavioral Objectives and "Whole Language": Can They Work Together?
PUB DATE- 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; Higher Education; *Lesson Plans; *Planning; Reading Difficulties; *Reading Instruction; Reading Materials; *Reading Skills; *Teacher Education
IDENTIFIERS- *Whole Language Approach

Using a whole language approach in teaching the language arts presents a realistic structure and setting for reading and writing, allowing students to practice reading skills in such a way that they actually encounter and engage in the skills, rather than focusing on mastering one skill at a time. On the other hand, the recent accountability movement suggests that teachers must be able to assess the child's growth and their own teaching with specific, measurable objectives. To meet those requirements, a lesson plan is needed that provides for teaching reading skills using whole language activities while assessing the child's growth and the teacher's teaching with specific objectives. University reading practicum students responsible for teaching reading-disabled students were instructed to write such lesson plans. In one university reading practicum, students teaching reading-disabled children write a lesson plan for each session with a child. The basic format of the plan includes three parts (goals and objectives, procedures, and evaluation of the lesson), with lessons planned around eight requirements. This approach to lesson planning gives practicum students a guide to planning reading lessons while using whole language materials, and the most important aspect of the procedure is that it does not detract from the process of enjoying good literature. A sample lesson plan is included.) (DF)

ED 262 390 CS 008 183

Newman, Anabel P.
Twenty Lives Nineteen Years Later: A Longitudinal Study (1964-1983) of the Impact of Literacy on the Occupations, Schooling, and Educational Growth of Young Adults Who Were Low-Reading Readiness in First Grade with Special Attention Given to Model, Motivation, Interest, Perseverance, and Pressure as Aspects of Background and Mental Environment.
PUB DATE- 85
NOTE- 315p.
AVAILABLE FROM- Indiana University, Language Education Department, Education Building, Room 211, 3rd and Jordan, Bloomington, IN 47405 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Child Development; Cultural Influences; Educational Attainment; Educational Experience; *Educational Research; *Employment Level; Experiential Learning; *Family Influence; *Literacy; *Longitudinal Studies; Reading Readiness; Student Characteristics; Student Motivation; Youth

The study described in this report had a threefold purpose: (1) to examine, over time, the development of young adults who, when in the first grade in a midwestern school system, were in the lower third of their classes; (2) to examine the effect of literacy on their educational attainment, occupational level, and achievement; and (3) to examine the part cultural and family experiences play in student growth and development. The five chapters of the report explain the background and need for the study; describe related research that showed that the intangible variables of model, motivation, interest, perseverance, and pressure played a large part in the development of the young people; outline the design and methodology of the study, which involved telephone interviews with the young adults and their parents; relate the findings and conclusions from the interviews; offer summaries; and make recommendations for learners with characteristics similar to those in the study--their interests, self-concepts, coping skills, values, character development, socialization, and thinking skills. Half of the volume consists of appendices. These include a research chronology, sample interview questionnaires, and student and parent interview tables. (HOD)

*Cherry, Dianne Lynne*
A Test of the Agenda-Setting Power of the Black Periodical Press: 1974-1982.

PUB DATE- Aug 85
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Attitudes; Black Community; *Blacks; Comparative Analysis; Content Analysis; *Mass Media Effects; Media Research; *Periodicals; *Political Issues; Public Opinion; Social Problems; Whites
IDENTIFIERS- *Agenda Setting; *Black Press

Defining agenda-setting as the ability of the mass media to influence the level of the public's awareness and perceptions of political issues, a study was conducted to examine the agenda-setting power of the black periodical press in the United States. Survey responses collected by the University of Michigan Center for Political Studies were analyzed to determine respondents' assessments of the most salient issues for black Americans. The media agenda was determined by analyzing 441 front-cover articles of political issues from the black magazines "Ebony," "Black Enterprise," and "Essence," from 1974 to 1982. The data indicated significant differences between blacks and whites regarding which political issues were most important. Blacks mentioned social welfare issues more often, while whites most often mentioned economics and business issues as being most important. The content analysis demonstrated that the black periodical press set the agenda of salient issues for black adults between 1978 and 1980. This limited support of the agenda-setting influence suggests that media power is conditioned by one of three conditions: (1) issue salience for black adults is internal, and therefore is consistent over time; (2) the black periodical press often is out of touch with its readers, as shown by the variance of the media agenda during the years of the study; or (3) black adults turn to other media or nonmedia sources for guidance in their perceptions of the "issues of the day," as shown by the independence from black media of issue salience for black adults. (HTH)

ED 262 450 CS 505 099

*Hofland, John*
Relating Right Brain Studies to the Design Process.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Theatre Association (Toronto, Ontario, Canada, August 4-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cerebral Dominance; *Cognitive Processes; *Creative Thinking; *Design Crafts; Higher Education; Models; Neurolinguistics; Speech Communication; *Stimulation; *Theater Arts; Visual Perception

Intended for teachers of theatrical design who need to describe a design process for their students, this paper begins by giving a brief overview of recent research that has described the different functions of the right and left cerebral hemispheres. It then notes that although the left hemisphere tends to dominate the right hemisphere, it is the right hemisphere that can do a better job of generating possible solutions to a design problem. Next, the paper describes conditions that free the right brain from left brain dominance and suggests a model to describe the method by which the right brain produces new ideas. Last of all, the paper describes three techniques that can be used to encourage right brain dominance in the generative step of the design process: random stimulation, lateral thinking, and synectics. (Author/HOD)

ED 262 464 EA 017 996

*Ariav, Tamar*

"Dewey for Teachers": An Empirical Evidence in Its Favor.

PUB DATE- Apr 84
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). An appended chart will not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Inservice Teacher Education; Instructional Material Evaluation; *Program Evaluation; *Teacher Improvement; Teachers; Teaching Methods
IDENTIFIERS- Dewey (John); *Toward Intellectual Excellence

An experimental program designed to test an inservice method for introducing the practical aspects of John Dewey's educational philosophy to teachers was received positively by 17 of the program's 20 volunteer participants. The program used a limited version of R.A. Gibboney's "Toward Intellectual Excellence: Some Things to Look for in Classrooms and Schools," a document that introduces Dewey's philosophy, categorizes Dewey's thoughts into 24 specific practice-oriented criteria, and provides materials with which teachers can evaluate the extent to which they and the curricular materials they use apply Dewey's concepts. Dewey's methods were applied to the presentation of the inservice program itself. The experimental process was flexible, allowing the researchers to respond creatively to the participants' needs, developing each phase of the process after evaluating prior phases. Interviews with the participants revealed that most of them understood and agreed with the program's ideas, found the program format beneficial, and made practical use of what they learned. Appendixes present sample program materials. (PGD)

ED 262 540 EC 180 948

Invitational Research Symposium on Special Education Technology. Symposium Proceedings (Reston, Virginia, June 2-4, 1985).

**Council for Exceptional Children, Reston, VA. Center for Special Education Technology.**

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC
PUB DATE- 85
NOTE- 167p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; *Disabilities; *Educational Technology; Federal Aid; *Microcomputers; *Research; *Special Education

Proceedings of the 1985 Invitational Research Symposium on Special Education Technology are summarized. The document contains a summary of each of 28 individual presentations, plus 10 research summaries submitted by individual participants, and 42 summaries on current technology-based research in special education. The first section reviews presentations in seven sessions: (1) rationale for technology research, (2) research on the effectiveness of microcomputers in special education, (3) research and development of special education authoring systems, (4) major technology based research initiatives, (5) the use of advanced technologies in special education, (6) reports of research in progress, and (7) funding for technology-based research. Research summaries review procedures and findings and list the funding source and the researcher's name and address. (CL)

ED 262 155 CE 041 683

*Giesen, J. Martin; And Others*

Predicting Work Status Outcomes of Blind/Severely Visually Impaired Clients of State Rehabilitation Agencies. Technical Report.

**Mississippi State Univ., Mississippi State. Rehabilitation Research and Training Center on Blindness and Low Vision.**

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 145p.
GRANT- G008103981
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counselor Characteristics; *Employment Level; Employment Potential; Homemakers; Multiple Disabilities; *Outcomes of Education; *Participant Characteristics; Postsecondary Education; Prediction; *Predictor Variables; Program Effectiveness; Rehabilitation Counseling; Rehabilitation Programs; Retraining; Sheltered Workshops; *Visual Impairments; Vocational Education; Vocational Evaluation; *Vocational Rehabilitation

This study was designed to assist vocational rehabilitation agencies serving blind and visually impaired persons to identify client characteristics and agency factors and resources associated with the following four client employment outcomes: competitive employment, sheltered workshop employment, homemaking, and non-working. For the study, 469 cases with successful outcomes and 150 cases with unsuccessful outcomes were selected from files provided by the states of Florida, Kansas, Mississippi, and Ohio. Data were analyzed by discriminate analysis. The study found that membership in wage earner status outcome groups can be predicted using vocational rehabilitation process variables, personal variables that include biographical and visual disability related factors, financial and disincentive variables, occupational history factors, and environmental factors. Training and experience characteristics of the rehabilitation counselor were not found to contribute significantly to the prediction process. The study showed that these variables can be used to predict outcomes of rehabilitation with a correct classification rate of about 69 percent, a 272 percent increase over chance. Predictor variables can be used to predict client outcomes correctly and possibly influence course of treatment. (Each variable is analyzed in relation to the four employment outcomes.) (KC)

ED 262 253 CE 042 680

*Gordon, Ruth*
Employer Hiring Decisions. Education & Employment. Research for the Practitioner. Research Brief No. 3.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 3p.; For executive summary and final report, see ED 245 117-118.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Needs; Employee Attitudes; *Employer Attitudes; *Employment Interviews; *Employment Potential; *Employment Practices; *Entry Workers; High Schools; Job Applicants; *Job Application; Job Search Methods; Job Skills; School Role; Work Attitudes
IDENTIFIERS- Ohio (Columbus)

A study was conducted to determine how employers make hiring decisions for entry-level jobs. In simulated hiring settings, 56 employers in Columbus, Ohio, were asked to rate young job seekers first from their application forms and then from videotaped interviews. The applicants (aged 16-25) were seeking full-time employment in three fields: clerical, retail, and machine trades. In screening the application forms, the employers considered these factors as most important: relevant work experience, relevant postsecondary program, skills relevant to the job (e.g., typing), good grades, and neatly completed application forms. The two most critical factors in the videotaped interviews were attitude and grammar. Interviews with the employers emphasized their stress on good attitudes, not just for the interview, but also for jobs performance. The study concluded that school administrators should take employers' opinions into account, since the future economic success and job security of their students will depend on the degree to which students are able to fulfill employer expectations. Schools should promote cooperative education programs, emphasize basic skills, and include employability and job search training as part of the curriculum. (KC)

ED 262 293 CE 042 742

*Gray, James R.*

Applied Math & Science Levels Utilized in Selected Trade & Industrial Vocational Education. Final Report.

**Northern Kentucky Univ., Highland Heights.**

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Carpentry; Educational Research; *Electricity; Electronics; *Machinists; *Mathematics; Mathematics Skills; Secondary Education; *Technology; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Applied Mathematics; Kentucky

Research identified and evaluated the level of applied mathematics and science used in selected trade and industrial (T&I) subjects taught in the Kentucky Vocational Education System. The random sample was composed of 52 programs: 21 carpentry, 20 electricity/electronics, and 11 machine shop. The 96 math content items that were identified as representing 11 courses in the field of mathematics were structured into a general survey form along with appropriate descriptive information. The overall response rate was 51.9 percent. Each returned survey was tallied by content item and subtotaled by subject/course area. All responses were grouped by T&I area and combined in an overall for comparison. Percentages were calculated on each content item, on each math subject, and on the overall. (Five tables covering 22 pages display these results.) All three T&I areas exceeded the 50 percent level, which was accepted as significant instructional involvement, in the Fundamental Math course. Carpentry and machine shop covered over 50 percent of general math and geometry content items, electricity/electronics covered 61.76 percent of all algebra topics, and machine shop covered 57.89 percent of geometry content items. (The instrument is appended.) (YLB)

ED 262 363 CG 018 598

*Cleveland, Jeanette N.; And Others*

Applicant Pool Composition and Job Perceptions: Impact on Decisions Regarding an Older Applicant.

PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Discrimination; *Evaluation; Graduate Students; Higher Education; *Job Applicants; Middle Aged Adults; *Older Adults; *Personnel Selection; *Stereotypes

Previous research suggests that one basis for age discrimination involves stereotypes about older people. Situational variables, however, may influence the extent to which these stereotypes affect decisions in employment. One situational variable, the age composition of the applicant pool, was varied to determine the degree to which age bias in decisions can be reduced. Graduate students (N=154) were asked to evaluate an applicant for a specific organizational position. In order to obtain a sense of the broader applicant pool, subjects read eight applications, evaluating only the eighth who was always a male aged 60-61 years. The other seven applicants varied in age (27-28 years, 60-61 years) depending upon the experimental condition. For the four conditions, the percentage of older applicants were: 25 percent, 37.5 percent, 50 percent or 100 percent. The results of the applicant evaluations revealed that as the number of older applicants in the applicant pool increased, an older applicant seeking employment in a stereotypically younger person job received more favorable ratings. In addition, as the number of older applicants in the pool increased, there was a shift in the perception of the job. These findings provide some support for the notion that less favorable decisions regarding the older applicant might be reduced by manipulating contextual factors, suggesting a strategy that organizations might pursue to avoid or reduce age bias in decisions at work. (NRB)

*Flinn, Jane Zeni, Ed.*

Reflections on Writing: Programs and Strategies from Classrooms K-12.

**Missouri Univ., St. Louis. Dept. of English.**

PUB DATE- 81
NOTE- 106p.; Publication of the Gateway Writing Project.
AVAILABLE FROM- Gateway Writing Project, University of Missouri-St. Louis, 8001 Natural Bridge Rd., St. Louis, MO 63121 ($7.00, plus $0.75 shipping charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Content Area Writing; Elementary Secondary Education; Higher Education; Language Styles; Paragraph Composition; Personal Narratives; *Prewriting; *Revision (Written Composition); *Teaching Methods; Theory Practice Relationship; Writing Evaluation; Writing for Publication; Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- Gateway Writing Project; *Journal Writing; National Writing Project

The articles in this volume were written by teachers with an average of 15 years experience teaching writing from the primary grades through college. Each article is the fruition of one to three years work with students and teachers after a summer institute. The authors of the articles discuss such topics as (1) personal experiences as a teacher and writer; (2) an automotive analogy for the writing process--prewriting, drafting, editing, and publishing; (3) prewriting strategies to help students think, feel, and observe; (4) teaching paragraph focus and development; (5) revision as opposed to recopying; (6) teaching awareness of style; (7) how young children can identify with their favorite authors and publish; (8) activities for writing in math classes; (9) schoolwide writing assessment; and (10) resources for teachers. (HOD)

ED 262 199 CE 042 578

Dental Technology. Career Education. DS Manual 2835.1.
**Dependents Schools (DOD), Washington, D.C.**
PUB DATE- Apr 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Biomedical Equipment; *Career Education; *Career Exploration; Classroom Techniques; Competency Based Education; Course Content; Course Descriptions; Definitions; *Dental Assistants; *Dental Technicians; Disabilities; Employment Opportunities; Equipment Utilization; Facility Requirements; Guidelines; Job Skills; Mainstreaming; Medical Services; Program Evaluation; Questionnaires; Records (Forms); School Safety; Secondary Education; Teaching Methods

This guide is designed for use in helping junior and senior high school students explore the field of dental technology as a potential career area. Included in the manual are the following materials: definitions, a key to the organization and numbering code and symbols used in the lists of objectives, lists of general and program objectives with recommended instructional levels, a flow chart detailing the organizational pattern of the course of study to prepare students for careers in dental technology, descriptions of pertinent required and elective courses, suggested facilities layouts, guidelines for classroom safety and health, a discussion of strategies for mainstreaming disabled students through the development of individualized educational programs (IEPs), a competency profile for vocational teachers instructing sensory and physically impaired students, a self-assessment evaluation form for teachers, and a sample certificate of completion. (MN)

ED 262 213 CE 042 616

*Batsche, Catherine*
The High School Drop Out: Vocational Education Can Help.
**Illinois State Univ., Normal.**
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Demonstration Programs; Dropout Characteristics; *Dropout Prevention; Dropouts; *Program Design; *Role of Education; *School Holding Power; Secondary Education; *Teaching Methods; *Vocational Education
IDENTIFIERS- *Illinois

This pamphlet offers information on high school dropouts and the role of vocational education in dropout prevention. References are provided for each section. Characteristics of dropouts, reasons for dropping out, and 12 factors that contribute to retention in high school are listed. Indicators from research are cited that show that vocational education does have retentive ability. Advantages to altering the traditional school environment are then highlighted. Effective teaching techniques, as shown by recent research, are listed. Characteristics of effective programs according to directors of exemplary programs are identified. Programmatic considerations that have been found to be effective in reducing dropout rates are then described. The pamphlet concludes by listing vocational education practices in Illinois that respond to the needs identified by dropouts. (YLB)

ED 262 239 CE 042 652

Construction. Subject Matter Update 1986-87.
**Oregon State Dept. of Education, Salem. Div. of Vocational Education.**
PUB DATE- 85
NOTE- 21p.; For related documents, see CE 042 647-651.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Building Trades; *Construction (Process); Course Content; *Curriculum Development; Educational Objectives; *Education Work Relationship; Employment Opportunities; Employment Projections; Equipment; Job Skills; Occupational Clusters; *Program Improvement; *Relevance (Education); Secondary Education; Skill Development; State Curriculum Guides; Statewide Planning; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Oregon

This publication recognizes the constantly changing requirements of the construction field and varying conditions for employment opportunities. It addresses the goal of relevance in education by enabling the educator to make timely adjustments in the subject matter of the construction curriculum. There are six sections in this publication, each of which can assist the vocational education teacher in evaluating and improving existing materials and in developing new subject matter. The sections cover the following topics: (1) program goals in the construction cluster, (2) changing industry trends and trade practices, (3) employment trends in construction trades, (4) equipment needs, (5) subject matter changes, and (6) essential learning skills. By using this information, the teaching staff may achieve higher levels of classroom productivity--a productivity that not only recognizes future needs but also fosters strong linkages between educators, students, and the associated industries. (This update represents the opinions of industry people and is not the result of a detailed analysis of occupations.) (KC)

ED 262 280 CE 042 723

*Meaders, O. Donald*
Developing and Strengthening of Agricultural Education in Antigua. A Report.
**Michiagn State Univ., East Lansing. Dept. of Agricultural and Extension Education.**
PUB DATE- 24 May 85
NOTE- 28p.; A study conducted during November 1984 at the request of the Caribbean Agricultural Extension Project in cooperation with the Ministry of Agriculture and the Ministry of Education. For related documents, see CE 042 719-722.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Change Strategies; Curriculum Development; Economic Development; Educational Cooperation; *Educational Improvement; *Educational Needs; Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Role; Government School Relationship; Needs Assessment; Policy Formation; Postsecondary Education; Public Policy; School Role; Teacher Education; *Vocational Education
IDENTIFIERS- *Antigua; Caribbean Agricultural Extension Project

A study examined present agricultural education programs in Antigua and made recommendations for needed improvements. Data for the evaluation were obtained from numerous documents and publications, field trips, and discussions with key officials in various ministries and institutions, including the Ministry of Agriculture, Ministry of Education, Antigua State College, and secondary schools in the country. Although it is clear that the present agricultural education program in Antigua is in urgent need of improvement, the currently existing general goals of self-reliance and proper use of land and other natural resources are not sufficient to plan a direction for the country's agricultural education program. Clear, specific national goals for both the short- and long-term improvement of instruction in the primary and secondary schools and teacher preparation must be formulated. Moreover, the importance of both education and agriculture to the development of Antigua should be reflected in the budgets of the two ministries responsible for each of these. (Appendixes to this report include a listing of documents reviewed by the researcher, data on present staffing and training needs in Antigua, and selected information concerning educational institutions and enrollment in them.) (MN)

ED 262 336 CG 018 571

*Blakemore, Judith E. O.; And Others*
Do Men Really Fear Nurturing?
PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Figures 1, 2, and 3 may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Androgyny; Child Caregivers; College Students; Fear; Higher Education; *Males; *Personality Traits; *Sex Differences; *Sex Role; Sex Stereotypes
IDENTIFIERS- *Babysitters; Femininity; Masculinity; *Nurturance

Despite recent research showing men capable of nurturing behavior, most men remain reluctant to care for children. Some researchers have suggested that men are fearful of nurturing as a result of traditional sex role socialization while others have suggested an increased role of external factors in explaining the lack of men in child care (pay, status, social stereotypes). To further examine the issue of nurturance, 78 male and 84 female college students read one of ten babysitting scenarios which varied according to sex of babysitter and type of care provided (refusal to sit; minimal care; masculine, feminine, or androgynous care). After reading the story, subjects evaluated the babysitter using the Personal Attributes Questionnaire (PAQ), the Semantic Differential, and the Life Events Questionnaire. On the PAQ, subjects rated the character who refused to sit as most masculine, followed by the character in the masculine scenario. The character in the feminine scenario was rated as most feminine. Analysis of Semantic Differential scores revealed three factors: niceness, competence, and activity. The feminine babysitter, whether male or female, was rated nicest and the feminine, masculine, and androgynous caregivers were rated most competent. The results suggest that the perception of nurturing people as masculine or feminine depends on the gender of the evaluator and the person doing the nurturing. These findings do not support the views that men fear nurturing or that nurturing men are devalued. Social and economic factors may offer better explanations for the low levels of child care done by men. (TW)

ED 262 405 CS 209 265

*Turner, Judy*
Spelling in the Total Language Program. P.E.N. (Primary English Notes) 46.
**Primary English Teaching Association, Rozelle (Australia).**
PUB DATE- Jul 84
NOTE- 8p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($0.75, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; Instructional Development; Language Experience Approach; *Spelling; *Spelling Instruction; *Teaching Methods; Writing Improvement; *Writing Instruction

The teaching activities presented in this pamphlet focus on spelling. The pamphlet begins with a discussion of the relationship between spelling and writing. Following that, it describes a language experience approach and its implications, the benefits of daily writing, and the kind of writing that allows a successful spelling program to operate. The next section, "A K-6 Approach," discusses ways teachers can develop children's ability to spell, how a writing program can help primary children to spell, additional activities, how to help children in need of remedial spelling, and how to teach spelling. The following section, "Spelling Practices," deals with what children can do if they need a word, providing an appropriate class dictionary, and the treatment of errors. The concluding section describes the spelling discussion, in which the teacher deals with the strengths and weaknesses of the children on an individual level. (EL)

*Pallak, Suzanne R.; Francia, Rosina*

Communicator-Related and Message-Related Thoughts as Mediators of the Influence of Communicator Credibility on Persuasion.

PUB DATE- Mar 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; *Communication Research; *Credibility; Higher Education; *Persuasive Discourse; Radio; Recall (Psychology); Student Attitudes
IDENTIFIERS- *Audience Response; *Message Perception

A study was conducted to test the hypothesis that for an "uninvolving topic" the persuasiveness of a highly credible communicator would be mediated by the favorability of the communicator-related thoughts generated, while for an "involving topic" the effect of the communicator's credibility would be mediated by the favorability of the message. Sixty undergraduate students in four experimental groups and one control group listened to radio interview tapes concerning a policy change that would or would not affect them and, involving speakers related to or unconnected with the issue. Subjects then completed a booklet containing the dependent measures. All subjects accurately recalled the topic of the persuasive message and whether the proposed policy change was to go into effect immediately (high involvement) or in 10 years (low involvement). Subjects in the high credibility condition rated the speaker as more knowledgeable, qualified, expert, and skilled, and also expressed stronger agreement with the message than did subjects in the low credibility conditions. The results suggest that while listening to the persuasive message, uninvolved subjects thought primarily about the speaker, while the involved subjects thought primarily about the persuasive message. This pattern is consistent with the argument that uninvolved subjects use a heuristic suggested by the communicator's credibility to evaluate the message, while involved subjects evaluate the message according to the strength of the argument. (HTH)

ED 262 465 EA 017 997

*Puleo, Vincent T.*
Technical Notes on the Multifactor Method of Elementary School Closing.
PUB DATE- 85
NOTE- 11p.; For related documents, see ED 213 091-092 and EA 017 998.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Elementary Education; Predictor Variables; Reliability; *Research Methodology; *School Closing; Statistical Analysis; Validity

This report provides preliminary technical information on a method for analyzing the factors involved in the closing of elementary schools. Included is a presentation of data and a brief discussion bearing on descriptive statistics, reliability, and validity. An intercorrelation matrix is also examined. The method employs 9 factors that have a range of sufficient size to allow for adequate discrimination among the 12 schools included in the study. A composite score was derived for each school as an arithmetic average, though the results suggested that using profiles may be a preferred method of comparison. Reliability is discussed in terms of dependability of measurement, explicitness of procedure and directions, and the standard error of the mean. Evidence is also presented regarding content and construct validity. The correlation matrix is explored in terms of further study and statistical analysis. It is concluded that further research concerning these relationships would assist in developing a clearer conceptual framework for the closing of schools. (Author/PGD)

ED 262 480 EA 018 037

*Owens, Robert G.*

American High School as a Clan: Dynamics of Organization and Leadership.

PUB DATE- 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Educational Anthropology; Educational Environment; *High Schools; Leadership; *Organizational Climate; Organizational Communication; *Organizational Theories; Power Structure; Secondary Education; *Sociocultural Patterns; Symbolism
IDENTIFIERS- *Organizational Culture

Using ethnographic methods of field work and data analysis, this study investigated one example of a comprehensive senior high school to illuminate the nature of its organizational structure and the way in which organizational control and leadership is exercised. Three principal findings emerged from theme analysis of the data. First, organizational culture is salient in understanding the organizational characteristics of the school. Values shared by professional personnel in the school and reinforced by legends, heroes, stories, rituals, and ceremonies were powerful in the exercise of control and organizational discipline. Second, the school was multicultural, in that subunits of the school possess distinctive values of their own, even while they share in the overall culture of the school. Third, the high school is aptly described by the metaphor of the clan, which suggests concepts about the exercise of control and leadership that differ from either the classic concepts of bureaucracy or more recent metaphors such as loose coupling. The clan of the particular school reported in this study is described as being impoverished, professional, and embattled. The study concludes that organizational culture may be important in understanding the causative interactions between organization and leadership on the one hand and organizational climate on the other. (Author/TE)

ED 262 494 EC 180 902

*Hedgecock, Henry H.; And Others*
Now...and the Future: A Guide for Families with Handicapped Children and Adults. First Edition.
**South Carolina Developmental Disabilities Council, Columbia.**
PUB DATE- Nov 82
NOTE- 48p.; Document is printed in colored ink on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Estate Planning; Legal Responsibility; Parent Materials; Property Accounting; *Trusts (Financial); *Wills
IDENTIFIERS- *Guardianship; South Carolina

Intended for parents of disabled children, the handbook addresses issues of estate planning and other legal matters concerning the child's future. An initial section on guardianship covers such aspects as how to obtain guardianship, duties, and alternatives to guardianships. Wills and trusts are examined in separate chapters which include information on making a will; probate, taxes, and administration; trust provisions; and selection of trustees. Life and health insurance considerations are followed by a review of such government benefits as social security, Medicare, Supplemental Security Income, and Medicaid. A chapter on military benefits charts the benefits and eligibility requirements of four programs, including the War Orphans' Educational Assistance Plan. Parents are urged to develop their own information system with data on the child's care, the family's personal affairs, the estate, and funeral or burial arrangements. A final section describes resources on the topic for residents of South Carolina. (CL)

ED 262 509 EC 180 917

*Whitmore, Joanne Rand*
Developing Individualized Education Programs (IEPs) for the Gifted and Talented. 1985 Digest, Revised.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Gifted; *Individualized Education Programs; Program Development; *Talent
IDENTIFIERS- ERIC Digests

The digest extends the concept of Individualized Education Programs (IEP) to gifted and talented children. IEPs are defined as written documents, developed and revised annually with input from parents, teachers, and where appropriate, the students themselves. IEP content includes a realistic assessment of current performance, reasonable expectations for learning over the year, and suggestions for evaluation strategies. Components of the IEP are explained to include (1) a written statement of the child's present level of educational performance; (2) a statement of annual goals to be achieved by the child; (3) short-term objectives to be realized in the achievement of each annual goal; (4) a statement of appropriate objectives, criteria, evaluation procedures, and schedules for determining whether the instructional objectives are being achieved; (5) a statement of the participation in a regular education program, and for what purposes; (6) a description of all special education and related services required to meet the students' needs; and (7) the projected starting dates for, and duration of these services. (CL)

ED 262 524 EC 180 932

*Hanninen, Gail E.*
The Preschool Gifted and Talented Child. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Patterns; *Gifted; *Preschool Education; Student Characteristics; *Talent; *Talent Identification
IDENTIFIERS- ERIC Digests

The digest addresses issues related to preschool gifted and talented children. Such a child is defined as one who functions significantly above average age level in language development, thinking skills, creative thinking skills, physical adaptability, social skills, and/or leadership. Early identification is viewed as important, and the use of teacher and parent checklists is considered. Teachers are urged to note behaviors, such as the use of advanced vocabulary, spontaneous elaboration on new experiences and demonstration of abstract concept understanding. Parents should observe their child's behavior in terms of dramatic play, constructive play, and humor. Children's peers may also be sources of information for the identification of a gifted child. A brief list of resources concludes the digest. (CL)

ED 262 184 CE 042 550

# Working Together. Towards an Integrated Curriculum.

**Further Education Unit, London (England).**

REPORT NO.- ISBN-0-946469-44-X
PUB DATE- Sep 85
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *Core Curriculum; Course Content; Curriculum Development; *Experiential Learning; Foreign Countries; *Integrated Curriculum; Material Development; *Personnel Selection; Postsecondary Education; *Team Teaching
IDENTIFIERS- United Kingdom

This report charts the progress of the attempt at Canterbury College of Technology to develop and implement a fully integrated course--a Business and Technician Education Council (BTEC) General Diploma full-time course in business studies. Section One describes the course structure. Section Two discusses staffing, including the composition and duties of the four-member team and results of team teaching. Sections Three and Four focus on two stages of the project: planning of the core curriculum and its implementation. Topics include analysis of the basis for the core curriculum, production of new material, relevance, initial implementation, and experiential learning. Section Five addresses assessments and profiling. Section Six is an attempt to evaluate project success. Observations are made regarding wastage rates, punctuality, attendance, progress, BTEC and project aims and objectives, and reactions of students, parents, and the course team. Section Seven discusses transferability of the teaching approach. Concerns include accommodation and departmental structure. Section Eight presents recommendations for colleges adopting an integrated approach to vocationally oriented courses. Appendixes, approximately one-half of the report, include details of the BTEC course, sample work program, assignment inputs and programs, base room layout and equipment, assessment grids, and questionnaire results. (YLB)

ED 262 226 CE 042 638

*Worthington, Robert M.*
Update on the Condition of Vocational Education 1985.
**Office of Vocational and Adult Education (ED), Washington, DC.**
PUB DATE- 18 Sep 85
NOTE- 20p.; Paper presented at the Annual Fall Leadership Development Conference of the State Directors of Vocational Education (San Antonio, TX, September 18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; Educational Assessment; Educational Benefits; *Educational Environment; *Educational Research; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Program Evaluation; *Role of Education; Secondary Education; *Vocational Education

The U.S. Department of Education has shown support for vocational education through a number of initiatives. Task forces on, for example, defense preparedness and entrepreneurship education have been established at the national level. Two new programs--corrections education and rural education--have been established and have had a significant impact. In partnership with other organizations the Department has initiated a series of major development projects to enhance work force education and training. Major issues of importance to vocational education are lack of the basic academic skills in youth, international competitiveness, national defense, and productivity. Vocational education is related to many elements of change in society, including demographics (lower birth rates, an aging work force), students' lack of basic skills, national policy, and legislation. Vocational education is marked by progress at all levels. The Department has particularly focused on priority initiatives. Perhaps one of the brightest accomplishments of the vocational education field is its capacity for incorporating and demonstrating choice, content, and character. Careful, responsible research is the key to keeping vocational education on the cutting edge. For example, research has shown that vocational education plays a role in preventing dropouts, benefits graduates in the work force, and benefits employers. (YLB)

ED 262 267 CE 042 703

*Sinn, John W.*

Computer Numerical Control: Instructional Manual. The North Dakota High Technology Mobile Laboratory Project.

**North Dakota Univ., Grand Forks. Dept. of Industrial Technology.**

SPONS. AGENCY- North Dakota State Board for Vocational Education, Bismarck.
PUB DATE- 85
NOTE- 132p.; For related documents, see CE 042 701-705.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Computer Oriented Programs; Course Content; Equipment; Industrial Arts; Learning Activities; Lesson Plans; *Machine Tools; *Manufacturing; Microcomputers; *Numerical Control; Postsecondary Education; Secondary Education; Teaching Methods; Vocational Education; Workshops
IDENTIFIERS- *Computer Assisted Manufacturing

This instructional manual contains five learning activity packets for use in a workshop on computer numerical control for computer-aided manufacturing. The lessons cover the following topics: introduction to computer-aided manufacturing, understanding the lathe, using the computer, computer numerically controlled part programming, and executing a part program. Each learning activity packet lists prerequisites, purpose, and competencies to be developed and contains information sheets, illustrations, and learning activities. A list of directions for operating a computer numerically controlled lathe is included in the manual. (KC)

ED 262 308 CG 018 543

*Miller, David J.; Thelen, Mark H.*
Confidentiality in Psychotherapy.
PUB DATE- Aug 85
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Confidentiality; *Ethics; Higher Education; High Schools; High School Students; *Legal Responsibility; *Psychotherapy; *Public Opinion

Although research has shown that mental health professionals possess less than adequate knowledge of their legal and ethical responsibilities, client knowledge or attitudes regarding the ethical or legal considerations of confidentiality have not been assessed. To explore public impressions regarding confidentiality in psychotherapy, a questionnaire examining this issue was administered to 200 high school students, 308 college students, and 76 former clients. The results indicated that respondents felt that confidentiality was critical for the development of a therapeutic relationship. Subjects believed that psychologists held all information discussed as confidential. They also reported that such discussions should be absolutely confidential. For those who reported that certain topics should not be kept confidential, exceptions included harm to others, research or anonymous information, and harm to self. Additionally, subjects reported a desire to be told of the limitations of confidentiality, but felt that being told of the limitations would have a negative impact on the therapy. These findings suggest that the general population does not have a clear understanding of current legal and ethical practices in psychotherapy. (NRB)

ED 262 322 CG 018 557

*Wheeler, Robert J.*
Life Esteem: Quantitative and Qualitative Differences.
PUB DATE- Aug 85
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *College Students; Individual Differences; Objectives; *Quality of Life; *Teachers; *Theological Education; *Value Judgment
IDENTIFIERS- *Life Esteem

The development of humanistic psychology has stimulated research that supports the importance of life esteem, or the way people view meaning and purpose in their lives. The Life Esteem survey is a self-report questionnaire designed to measure the four components of life esteem (framework, perspective, commitment, quality) and to assess the relative importance of 22 life goals. To examine differences and consistencies in life esteem among different people, the Life Esteem survey was administered to five groups: 304 public school teachers (mean age 42.0), 86 working adults (mean age 34.4), 30 male university religion students (mean age 24.4), 181 advanced university undergraduates (mean age 23.6), and 24 university undergraduates (mean age 21.4). The results showed that the religion students scored significantly higher for all four components of life esteem than did the other groups. Different groups rated different goals as highest: teachers rated "Belonging" as the highest goal, general adults chose "Individualize" and "Achievement," religion students chose "Religion," and both groups of undergraduates chose "Understanding." These results support the feasibility and potential usefulness of measuring life esteem in individuals. (The 22 life goals and their definitions are included.) (NRB)

**ED 262 350** CG 018 585

*Salm, Don; Haas, Shaun*
Analysis of Selected State Laws Directed at Violent and Chronic Juvenile Offenders. Staff Brief 84-13.
**Wisconsin State Legislative Council, Madison.**
PUB DATE- 15 Nov 84
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; Crime; *Criminals; *Delinquency; *Juvenile Courts; *Sentencing; *State Legislation; Violence
IDENTIFIERS- *Juvenile Justice

This staff brief discusses the juvenile justice system in five states which have enacted specific statutory provisions directed at the violent and chronic juvenile offender. Approaches adopted by California, Illinois, New Jersey, New York, and Washington are described which include: (1) various ways of automatically waiving or transferring youths charged with certain crimes from juvenile court jurisdiction to criminal court jurisdiction; (2) excluding certain serious offenses from juvenile court jurisdiction (e.g., murder, rape, arson); (3) lowering the age at which all young offenders come under the jurisdiction of criminal courts; and (4) imposing mandatory periods of incarceration, upon conviction, for specific offenses. Also included in this report are summaries of responses of various state officials to an inquiry regarding the effectiveness of their state's juvenile justice system. The appendix contains the juvenile disposition sentencing standards for the state of Washington which became effective July 1, 1983. (NRB)

ED 262 377 CS 008 160

*Stasz, Bird B.; And Others*
A Problem-Solving Model for Teaching Reading Proficiency.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Course Content; *Critical Thinking; Higher Education; *Models; *Problem Solving; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Skills; Teaching Methods

Reading courses at the college level strive to improve advanced reading proficiency as well as basic reading skills. The use of a problem-solving model is one way to provide students with an organized approach to comprehending, investigating, and resolving problem statements. The problem-solving model begins with a problem statement provided by the instructor that involves a topic--preferably controversial--and that can arouse student interest. The next phase of the model is "personalization," during which students explore what they already know about the topic and how they feel about it. In the next step, the design phase of the model, students determine what additional information is needed and then develop a specific research plan to obtain that information through consideration of key concepts and key questions. In the "read" phase of the model, students engage in meaningful and purposeful reading to gather information and fit it into their research design. The final phase of the model is evaluation, which requires students to practice the art of critical analysis as they manage and manipulate their data and information to reach a final solution to the problem statement. Through this process students' self-confidence grows and interest in achievement develops. As a result, reading and critical thinking proficiencies are practiced and enhanced. (HOD)

ED 262 436 CS 209 413

*Gaziano, Cecilie; McGrath, Kristin*
Measuring the Concept of Media Credibility.
PUB DATE- 5 Aug 85
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). A product of MORI Research, Inc., Minneapolis, MN.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Credibility; *Media Research; *News Media; *Newspapers; News Reporting; *Public Opinion; *Television; Test Validity
IDENTIFIERS- *Audience Response

A study was conducted to explore attitudes toward the credibility of individual media and news media in general. The first phase of the study was a series of focused group discussions, while the second involved a national representative sampling of 1,469 adults interviewed by telephone, 875 of whom were then surveyed by mail. Credibility scores for newspapers and television were constructed and used as a "yardstick" with which to measure results, including indicators of credibility developed specifically for this study and indicators developed by other studies. These results showed that it is possible to develop a useful summary measure of credibility as long as the complexity of credibility is taken into account. The results also showed that, although people's attitudes toward credibility of newspapers and television are often similar, when forced to choose, they are likely to perceive television as more credible than newspapers. Television was chosen by most respondents as the medium: (1) they would believe concerning reports of conflict; (2) they would choose if they were limited to just one source for local, state, or national/international news; and (3) they consider most reliable for local, state, and national/international news. Newspapers were named as most reliable for understanding complex or controversial local topics. (Extensive tables of data are included.) (HTH)

ED 262 541 EC 180 949

*Braddock, David; And Others*
Public Expenditures for Mental Retardation and Developmental Disabilities in the United States: State Profiles.
**Illinois Univ., Chicago. Inst. for the Study of Developmental Disabilities.**
PUB DATE- 28 Dec 84
NOTE- 867p.; For related information, see EC 180 950.
AVAILABLE FROM- Expenditure Analysis Project, Evaluation and Public Policy Program, Institute for the Study of Developmental Disabilities, 1640 W. Roosevelt Rd., Chicago, IL 60608 ($40.00, 20% discount for 5 or more copies).
LANGUAGE- English
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Disabilities; Elementary Secondary Education; *Expenditures; *Federal Aid; *Mental Retardation; *State Federal Aid; *State Programs; Trend Analysis

Part of a study of the state-federal fiscal structure in developmental disabilities, the report presents detailed state-by-state expenditure data for FY 1977-84. The first section graphically presents expenditure data aggregated across the 50 states and the District of Columbia for the 8-year period. Six subsections in this first part present (1) comparisons of institutional and community services expenditures for the states and D.C.; (2) comparisons of mental retardation/developmental disabilities (MR/DD) expenditures on selected scales of state and national funding capacity; (3) revenue sources for MR/DD institutional services; (4) revenue sources for MR/DD community services (5) comparative utilization of federal intermediate care facilities for the mentally retarded (IFC/MR) reimbursements in institutional and community settings; and (6) daily expenditure and population trends in institutional services. Part 2, the bulk of the report, presents a 10-page chart series for each of the 50 states and the District of Columbia. Each series is accompanied by technical notes explaining state data sources and service system characteristics. Part 3 presents a series of charts depicting nationwide fiscal trends and service statistics in income maintenance and special education programs. (CL)

ED 262 170 CE 042 520

Advanced Marketing 8130. Instructional Areas. Duties and Tasks. Learning Activities. Referenced Resources.

**Virginia State Dept. of Education, Richmond.**

PUB DATE- 84
NOTE- 43p.; For a related document, see CE 042 521.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Communication Skills; Competency Based Education; *Distributive Education; Economics; Guidelines; Human Relations; Individual Development; Learning Activities; *Marketing; Mathematics Skills; *Merchandising; Personnel Management; Planning; Postsecondary Education; Resources; *Retailing; *Salesmanship; Secondary Education

This resource handbook, which is designed for use by instructors of courses in advanced marketing, consists of a duty/task list with referenced resources, a duty/task list with learning activities, and a list of resources. Included in each list are materials dealing with the following topics: communication in marketing, economics in marketing, employment and advancement, human relations in marketing, marketing mathematics, market planning, personal selling, physical distribution, sales promotion, and self-development for marketing distribution. (MN)

*Gordon, Ruth*

Part-Time Work Experience of High School Seniors. Education & Employment. Research for the Practitioner. Research Brief No. 4.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 3p.; For final report, see ED 229 655.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Blacks; Counselor Role; Educational Needs; *Employment Experience; Employment Practices; Employment Problems; High Schools; *High School Seniors; Hispanic Americans; Minority Groups; *Part Time Employment; *School Role; Student Attitudes; *Student Employment; Student Motivation; Wages

In a survey of 28,000 high school seniors, researchers found that 21,000 (75 percent) were in the labor force. The average number of hours worked per week was 16.4. The study identified the characteristics of the students and their schools that affect part-time work: (1) the higher the wage rate, the more likely a student was to work more hours per week; (2) students who believed in the importance of work, steady employment, and earning income were more likely to work more hours per week; (3) students who had a strong commitment to school were less likely to be in the labor force and worked slightly fewer hours per week if they were employed; (4) Black and Hispanic students were less likely to work and had more difficulties finding a job; (5) female students worked about one-half hour more per week than male students, were slightly more likely to work, and had less difficulties finding a job, but their salary averaged 34 cents less per hour; (6) attending a vocational or private school increased a student's wages; and (7) engaging in cooperative education and work study tended to improve a student's experience in the labor force. The study concluded that working was a student response to the desire to have immediate income and to a lack of interest in school. Therefore, teachers and administrators should integrate school assignments with job-related experiences. The study also concluded that counselors should make extra efforts to help minority students find work. (KC)

ED 262 294 CE 042 743

Food Processing Curriculum Material and Resource Guide.
**Louisiana State Dept. of Education, Baton Rouge.**
PUB DATE- 84
NOTE- 260p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Audiovisual Aids; Behavioral Objectives; Charts; *Cooks; Course Descriptions; Educational Resources; Filmstrips; *Food Processing Occupations; Food Service; Learning Activities; *Meat; *Meat Packing Industry; Nutrition; Pamphlets; Resource Materials; Secondary Education; Slides; State Curriculum Guides; Textbooks; *Vocational Education

Intended for secondary vocational agriculture teachers, this curriculum guide contains a course outline and a resource manual for a seven-unit food processing course on meats. Within the course outline, units are divided into separate lessons. Materials provided for each lesson include preparation for instruction (student objectives, review of teaching materials, materials required), presentation of lesson (content outline, suggested student activities), and lesson examination. The resource guide contains annotations of resources suitable for use with each of the seven units in the meats course. For each unit, the resources are divided into these five categories: texts, pamphlets, slides, filmstrips, and charts. Each annotation contains these types of information: title, summary of contents (including number of pages), and source (publisher or developer, address, and telephone number). The seven units cover meat identification, buying meat, nutrition, meat cookery, meat processing, meat grading and evaluation, and animal slaughter. (YLB)

*Lochman, John E.*
Social Problem-Solving and Self Esteem of Aggressive Boys.

PUB DATE- Aug 85
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Assertiveness; Hostility; Intermediate Grades; *Interpersonal Competence; *Males; Parent Child Relationship; Peer Relationship; Prevention; *Problem Solving; *Self Esteem; Teacher Student Relationship; Verbal Communication

Secondary prevention programs for aggressive children should be based on research about processes which mediate children's expression of aggressive behavior. The relative importance of perceived competence, self-esteem, and social problem solving processes was investigated in 20 aggressive and 18 non-aggressive fourth and fifth grade boys. Teacher ratings on the Aggression subscale of the Missouri Children's Behavior Checklist and blind ratings made by independent observers of the boys' classroom behavior revealed significant behavioral differences between the two groups. The boys completed the Perceived Competence Scale for Children (PCSC) and the Problem Solving Measure for Conflict (PSM-C). The PSM-C assessed specific problem solutions that the boys considered in conflict situations with peers, teachers, and parents, and during conflicts of mild and hostile frustration. Univariate analyses indicated that, in comparison to non-aggressive boys, aggressive boys had significantly lower PCSC self-esteem, fewer verbal assertion solutions with peers, fewer verbal assertion solutions in hostile conflicts, more direct action solutions with teachers, and more direct action solutions in hostile conflicts. Discriminant analyses significantly differentiated the two groups. Problem solving interventions for aggressive boys can use these results to focus specifically on children's rates of verbal assertion and direct action solutions with different persons, on their perceived social competence, and on their self-esteem. (NRB)

ED 262 391 CS 008 184

*Durkin, Dolores*
Reading Methodology Textbooks: Are They Helping Teachers Teach Comprehension? Reading Education Report No. 59.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 25p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; *Classroom Techniques; *Content Analysis; Elementary Education; *Reading Comprehension; *Reading Instruction; *Reading Research; *Textbook Content; *Textbook Research; Theory Practice Relationship

As part of an effort to discover what was being done with comprehension instruction in classrooms, basal reader manuals, and reading methodology textbooks, an analysis was made of the content of eight reading methods textbooks that had copyright dates at least as recent as 1983 and that were the most frequently used texts. All the pages in the eight books were read independently and word by word by two researchers who met regularly to discuss the part of a textbook that both had recently read. Each researcher noted segments of a text that even came close to being a specific suggestion for teaching comprehension. The findings were similar to findings from prior studies of classrooms and basal manuals in the sense that specific descriptions of comprehension teaching were either scarce or totally missing. (HOD)

ED 262 156 CE 041 857

*Parnes, Herbert S.; And Others*
Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth 14-24 Years of Age. Volume One.
**Ohio State Univ., Columbus. Center for Human Resource Research.**
SPONS. AGENCY- Manpower Administration (DOL), Washington, D.C.
PUB DATE- Feb 69
NOTE- 298p.; For related documents, see ED 047 104, ED 054 336, ED 074 280, ED 111 961, and ED 138 831.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Aspiration; Adolescents; Blacks; Career Choice; Career Planning; Demography; Economics; Employment; *Employment Patterns; Employment Problems; Job Satisfaction; Labor Force; Longitudinal Studies; *Males; *Occupational Aspiration; Policy Formation; Public Policy; *Research Methodology; Socioeconomic Background; Unemployment; Vocational Followup; Whites; *Work Attitudes; Young Adults

This report, the first of a six-part, intensive longitudinal study, examines the relationships between selected demographic, attitudinal, and educational characteristics of male youth in the United States and their labor market experience and occupational aspirations. The data are drawn from interviews conducted during October-December 1966, with a national sample of the noninstitutional civilian population of males 14 to 24 years of age. Analysis of numerous tables is used to seek explanations for variations in their experiences based on economic, social, and psychological variables. The report is organized in eight chapters. The first chapter introduces the study and explains how it was conducted. Chapter 2 presents a description of the demographic and social characteristics of the age cohort of males 14-24 based upon the sample data. The determinants of labor force participation and employment status are analyzed in Chapter 3. Youth's employment patterns, such as types of jobs held, the number of hours per week worked, rate of compensation, and mobility patterns are studied in Chapter 4. Chapter 5 examines the variation in occupational information among young men and the factors that appear to be related, both as causes and effects, to such variation. Chapter 6 focuses upon attitudes of workers toward their current jobs and the extent of their attachment to these jobs. The educational and occupational aspirations of high school youth and of young men no longer enrolled in school are analyzed in Chapter 7. The findings and conclusions of the study are summarized in Chapter 8. On the basis of these findings, various hypotheses are presented that would be tested with the data collected in subsequent surveys. (KC)

ED 262 214 CE 042 620

Proceedings of the Annual Midwest Research-to-Practice Conference in Adult and Continuing Education (2nd, DeKalb, Illinois, November 4-5, 1983).

**Northern Illinois Univ., De Kalb. Coll. of Continuing Education.**

PUB DATE- Nov 83
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; Adult Basic Education; *Adult Education; Adult Literacy; Adult Students; Adult Vocational Education; Clinical Experience; *Cognitive Style; Continuing Education; Demonstration Programs; Educational Policy; *Educational Research; Ethnography; Extension Education; *Females; Health Education; Higher Education; Illiteracy; Learning Disabilities; *Older Adults; Preretirement Education; Prisoners; Professional Continuing Education; Reentry Students; Reentry Workers; Relevance (Education); Research and Development; *Research Utilization; Staff Development; Student Evaluation; Teacher Effectiveness

**These proceedings consist of 26 presentations.** They include, in **alphabetical order by author**, "Time and Distance: Crucial Factors in Selection of Training and Vocation by Re-entry Women" (Cynthia Bagley), "Using Learner Surveys to Enhance Continuing Education Programs" (Carol Brown), "Designing Inservice Training as a Learning System: The Case of Peru" (G.L. Carter), "Relating Professionals' Modes of Learning to Staff Development" (Ronald Cervero, et al.), "Is Continuing Professional Education Really Effective in Changing Behavior?" (Cervero, et al.), "Losses in the Later Years: A Perceptual Study of Older Adults and Their Service Providers from Religious Organizations" (Fern Crane), "Towards a Reconceptualization of the Clinical Curriculum" (John Dirkx), "Goal Attainment Scaling: A Standard Measurement for Adult Basic Education Learner Progress" (Gisela Fitzgerald and JoAnn Vorst), "Mandated Education for Nursing Assistants and Its Effect upon Job Performance" (Arlene Francis), "Differences Between Teaching Adults and Pre-Adults: A Closer Look" (Joan Gorham), "Non-Persistence and the Adult Learner: What We Know About It and What We Can Do About It" (Keith Harman), "Illiteracy: Towards a Political Solution" (Thomas Heaney), "Policies and Practices Followed by Exemplary Adult Vocational Education Programs" (Lowell Hedges and Larry Miller), "The Complex Image of the Adult Learner and Educational Policy Research" (Marilyn Holschuh), "Extension Education as Perceived by Educators and International Students of Extension Education: A National Study" (Kamiar Kouzekanani), "Brain Research and Adult Education" (Terese Lux), "Maintaining Program Relevance: A Case Study of a Preparation for Retirement Program" (Carla Mandel), "The Relationship Between the Use of Higher Education and the Reworking of Identity in Women" (Karen Muench), "Holding On and Letting Go: Grief Work and Small Group Phase Development" (J. Gordon Myers), "The Learning Disabled Adult Offender" (Richard Orem and Marlan Tevis), "Price Discrimination: Theory and Reality" (Kenneth Ostrand), "Characteristics of Effective Clinical Instructors in Professional and Continuing Education" (Beverly Richards), "Clarifying Research Paradigms in Adult Education: Beyond the Methodological" (Steven Schmidt), "The Making of a Mentor/Mentee Relationship" (Beverly Schmoll), "Facilitating Professionals' Assumption of Responsibility for Continuing Learning: An Examination of Values in Research and Practice" (Charlene Sexton-Hesse), and "Ethnographies in Adult Education: An Analysis of Their Use and Value" (Roy Weaver). (YLB)

# ED 262 240 CE 042 655

Basic Skills Improvement Program. An Information Booklet for Parents.
**New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.**

PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission Criteria; *Basic Skills; Communication Skills; Educational Strategies; Elementary Education; *Home Study; Instructional Materials; Learning Activities; Mathematics Skills; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Program Content; Reading Skills; Resource Materials; *Skill Development; Speech Communication; State Programs; Writing Skills
IDENTIFIERS- *New Jersey

This informational booklet outlines the services available to New Jersey elementary school children in the area of basic skills development and offers suggestions as to how parents can support their child's educational development. The first part of the guide outlines the content, admissions criteria, and funding sources of New Jersey's Basic Skills Development Program. Next, guidelines are provided to assist parents in supporting and reinforcing the school's role. Included in the third part of the booklet are activities for developing basic skills in the following subject areas: oral communication, writing, reading, and mathematics. A list of suggested supplies to have in the home is provided. Concluding the booklet is a list of ways in which parents can become involved in the schools. (MN)

ED 262 281 CE 042 724

*Shaw, Joseph*

Student Pre-Employment Career Skills. "SPECS." (Opening the Door to Employment).

**Riverside County Superintendent of Schools, Calif.**
PUB DATE- 85
NOTE- 219p.; Project funded by Job Training Partnership Act-J.T.P.A.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Education; Career Ladders; Classroom Techniques; Decision Making; Employer Employee Relationship; Employment Interviews; Guidelines; Job Application; *Job Search Methods; Learning Activities; Lesson Plans; Promotion (Occupational); Resources; Resumes (Personal); Secondary Education; Self Evaluation (Individuals); Teaching Methods; Values Clarification; *Vocational Adjustment; *Work Attitudes

This resource book consists of lessons and resource materials designed to assist teachers in conducting group and individual activities to help students develop pre-employment career skills. Provided first are instructional units addressing the following topics: self-appraisal (interests, attitudes, and aptitudes; goal setting and decision making; and values clarification); job search (pre-employment skills, resumes, job applications, and employment interviews); and job success (employer and employee expectations, getting along on the job, promotion and career ladders, and job termination). Each unit contains a series of lessons, each of which include some or all of the following: objectives, suggestions for classroom presentation, and exercises. The fourth chapter contains various resources, including a bibliography, discussion questions and answers, and student handouts. Concluding the guide are 20 transparency masters. (MN)

ED 262 406 CS 209 267

*Kelly, Barbara*

What's in a Word? Some Ideas to Help with Spelling Awareness. P.E.N. (Primary English Notes) 50.

**Primary English Teaching Association, Rozelle (Australia).**

PUB DATE- 85
NOTE- 5p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($0.75, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *English Instruction; *Integrated Activities; Language Acquisition; Language Arts; Language Skills; *Learning Activities; Spelling; *Spelling Instruction; *Vocabulary Development; Word Recognition; Word Study Skills; Writing Skills
IDENTIFIERS- Invented Spelling; Inventive Spelling

The teaching activities presented in this pamphlet present some ways of helping children acquire a few "mechanisms" to support exploration, growth, and search in language learning and, more specifically, in spelling awareness. The pamphlet begins with a discussion of the context for learning strategies to use in exploring language. Then it tells how to get started by increasing children's exposure to language--as listeners, talkers, readers, and writers--through the use of a rich literature environment and jingles, rhymes, and games. Next, it focuses on exploring language through word play and includes sample activities that allow children to do some of the following things: examine and compare words as whole structures, study changes in structure and the reasons for the changes, use words in differing contexts that perhaps alter meaning, examine meaning relationships in words with changing letter orientation, and discover the functions of vowels and consonants in determining how words can be read or written. The pamphlet concludes by emphasizing the importance of integrating the activities as widely as possible to gain maximum benefit. (EL)

ED 262 422 CS 209 355

*Bissex, Glenda L.*
Gnys at Wrk: A Child Learns to Write and Read.
REPORT NO.- ISBN-0-674-35490-7
PUB DATE- 80
NOTE- 223p.
AVAILABLE FROM- Harvard University Press, 79 Garden St., Cambridge, MA 02138 ($17.50, paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Case Studies; *Child Development; Early Reading; Elementary Education; *Learning Processes; Reading Instruction; *Reading Research; Reading Skills; Reading Strategies; Spelling; Writing Instruction; Writing Processes; *Writing Research; Writing Skills

A case study of a young boy's learning to read and write from the beginnings of literacy at age 5 up to age 11, after reading and writing have converged, is the focus of this book. The first part of the book, a description of his learning to write, discusses invented spelling, research about other young spellers and writers, the shift toward conventional spelling, and the development of the writer in the third and fourth grades; and summarizes the child's writing development during five years of the study, and the implications of the study for writing and spelling instruction. The next part of the book first traces his reading development from a recognition of stories and short words to short and continuous texts, and then deals with his enjoyment of reading and his progress in silent reading, vocabulary development, and reading diversification. This section concludes with a summary of the child's reading development and the implications of the study for reading instruction. The last part explains the converging of his writing and reading skills and deals with the relationships between writing and reading in his development. The book concludes with a discussion of learning to read and write as forms of development, or broad patterns of growth. (EL)

ED 262 481 EA 018 040

*Fech, Edward Bruce*
Belief Patterns of Catholic Elementary School Principals and Teachers.
PUB DATE- 2 Apr 85
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; *Beliefs; *Catholic Educators; *Catholic Schools; Dissent; Dogmatism; Educational Philosophy; *Educational Principles; Elementary Education; Q Methodology; Teacher Attitudes; Teacher Characteristics; *Values

This study was undertaken to determine the value and belief patterns of Catholic elementary school principals and teachers in the context of the school as a faith community. It was believed that some educators, particularly lay teachers, would value secular and noncommunitarian purposes and characteristics more than religious and communitarian ones. Q-methodology was used to determine if differences existed in the belief patterns of a selected number of Catholic elementary school principals and teachers from a medium-sized midwestern diocese. The Q-analyses resulted in the identification of one type of principal, one type of religious teacher, and two types of lay teachers. Principals and religious teachers were subsequently combined to form a single type: religious-"gemeinschaft." Lay teachers constituted two distinct types: religious-"gemeinschaft" and secular-"gesellschaft." The study indicated that some lay teachers hold values and beliefs regarding purposes and characteristics of Catholic schools that are inconsistent with the stated goal of building the school into a faith community. (Author/TE)

ED 262 495 EC 180 903

*Kaminer, Ruth K.; Cohen, Herbert J.*
Intellectually Limited Mothers.

PUB DATE- 83
NOTE- 22p.; Reprinted from "Developmental Handicaps: Prevention and Treatment," published by the American Association of University Affiliated Facilities, 1983.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Rearing; Disabilities; Intervention; *Mental Retardation; Mother Attitudes; *Mothers; *Parent Influence; Prevention
IDENTIFIERS- University Affiliated Facilities

The paper examines whether a relationship exists between intellectual limitation on the mother's part and unfavorable outcomes for her children. The scope of the problem is examined and the difficulties inherent in estimating prevalence are noted. The issue of child neglect, rather than abuse is shown to be a major problem among institutionalized mentally retarded parents. Studies supporting this problem are cited. Further research indicating that factors other than the mother's intelligence--such as willingness to place the child's needs ahead of her own--may be more important predictors of the mother's ability to improve her child care skills. Additional factors include absence of significant emotional problems and experience in child care. It is suggested that a variety of environmental, medical, economic, and social factors may affect the outcome, with intellectual limitation on the mother's part being additive to other negative environmental influences. Possible intervention approaches include following up children via home visitors, parent skill training, and helping with immediate needs. The paper suggests building in a system of non-coercive supports to existing social, medical, and educational services. Nine recommendations (including screening for literacy by welfare workers and appropriate family planning education in special education programs) are followed by suggestions to medical care or social service personnel for giving instructions, providing more outreach, using family-centered supports for mother and father, and adopting appropriate attitudes. Two final sections address implications for Title V public programs and the role of University Affiliated Facilities. (CL)

ED 262 510 EC 180 918

*Callahan, Carolyn*
Evaluation of Programs for the Gifted and Talented. 1985 Digest, Revised.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Gifted; *Program Evaluation; *Talent
IDENTIFIERS- ERIC Digests

**The digest presents an overview of program evaluation in gifted and talented education. Reasons for program evaluation are offered, including the need to base decision making on valid and reliable data and the demands of accountability. Eight purposes of program evaluation are briefly considered: (1) documentation of the need for a program; (2) documentation of the case for a particular approach; (3) documentation of the feasibility of a program; (4)** documentation of program implementation; (5) identification of program strengths and weaknesses; (6) provision of data for in-progress revisions of the program; (7) documentation of the results or impacts of the program; and (8) explanation and description of the program to interested and uninformed audiences. Steps in developing effective evaluation designs are traced, including basic steps of planning and identifying both decision makers and key evaluation questions. Two final sections address selection of evaluation instruments and reporting of findings. (CL)

ED 262 525 EC 180 933

*Jenkins-Friedman, Reva; And Others*

Professional Training for Teachers of the Gifted and Talented. 1984 Digest.

**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Talent; Teacher Qualifications; *Teacher Responsibility; *Teacher Role
IDENTIFIERS- ERIC Digests

The digest addresses topics related to professional training for teachers of gifted and talented students. General responsibilities of such teachers include organizing enrichment activities for students and teachers, disseminating information about innovative teaching practices and materials, and promoting integration between regular and special program experiences. Ways in which regular classroom teachers can help gifted students include being open to the gifted program teacher's suggestions, as well as being willing to modify scheduling, resource selection, and curriculum goals.

Effective teachers of the talented and gifted enjoy working with high ability students who ask challenging questions and produce innovative ideas. Career issues are discussed and the availability of six professional tracks (including administrators, higher education personnel, and free lance consultants) is noted. (CL)

Electricity and Electronics Objectives. Career Education. DS Manual 2875.1.

**Dependents Schools (DOD), Washington, D.C.**

PUB DATE- Apr 84
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Exploration; Classroom Techniques; Communications; Competency Based Education; Consumer Education; Course Content; Course Descriptions; Definitions; Disabilities; *Electrical Occupations; Electric Circuits; *Electricity; Electronic Equipment; *Electronics; Employment Opportunities; Equipment Utilization; Facility Requirements; Guidelines; Hand Tools; Mainstreaming; Microcomputers; Program Evaluation; Questionnaires; Records (Forms); Robotics; School Safety; Secondary Education; Teaching Methods; *Technical Education; Work Attitudes

This guide is designed for use in helping junior and senior high school students explore the field of electricity and electronics as a potential career area. Included in the manual are the following materials: definitions, a key to the organization and numbering code and symbols used in the lists of objectives, lists of general and program objectives with recommended instructional levels, a flow chart detailing the organizational pattern of the course of study to prepare students for careers in electricity and electronics, descriptions of pertinent required and elective courses, suggested facilities layouts, guidelines for classroom safety and health, a discussion of strategies for mainstreaming disabled students through the development of individualized educational programs (IEPs), a competency profile for vocational teachers instructing sensory and physically impaired students, a self-assessment evaluation form for teachers, a sample certificate of completion, and a brief list of basic textbooks. (MN)

ED 262 337 CG 018 572

*Cohen, Carl I.*

The Aging Men of Skid Row: A Target for Research and Service Intervention.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Nov 84
NOTE- 19p.; Portions of this paper were presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984), the 1985 International Gerontological Conference and the 1985 National Conference on Geriatric Mental Health Services Research.
GRANT- MH00523; MH37562
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Economically Disadvantaged; *Individual Needs; *Institutional Cooperation; Low Income Groups; *Males; Mental Health; *Older Adults; Physical Health; *Poverty Programs; Social Networks; Social Services; Unemployment
IDENTIFIERS- *Homeless People; Project Rescue

Despite the recent increase in interest about the homeless population, the last large-scale systematic studies of the older skid row man were completed more than two decades ago. A more sophisticated and comprehensive instrument for measuring the physical health, mental health, social needs, and social interaction of this aging heterogeneous population can provide the first comprehensive picture of these men and their response to current social programs. It can also aid in urban planning. Men (N=281) with a mean age of 61.5 years from the Bowery, a 13 block section of lower Manhattan, were interviewed using the Comprehensive Assessment and Referral Evaluation and the Network Analysis Profile. The responses were compared to a general community sample from the Cross-National Study on four major areas of concern: socioeconomic, mental health (including alcoholism), physical health, and social interaction. More than 50 percent of the Bowery men earned less than $3900 per year, 60 percent lacked sufficient money for food, 68 percent had worked as semi-skilled or unskilled laborers, and 56 percent recently attempted to find work. Only 14 percent received public assistance and 23 percent received Medicaid. Their scores on the depression scale were twice that of the New York City elderly and almost one-fourth had previous psychiatric care or symptoms. The results suggested a high rate of alcohol abuse. Several physical complaints were 2-3 times that of the community elderly. There were no complete isolates and group behavior was common. Most men indicated that they would seek some aid from an agency. Project Rescue was established as an outgrowth of these findings to help achieve the following objectives: respite, nutrition, health, housing, financial and vocational assistance, and outreach. Further research was conducted following Project Rescue to illustrate the advantage of a collaboration between an academic facility and a service agency. (TW)

ED 262 351 CG 018 586

*Stutman, Sandy Silver*

Exploration of Critical Developmental Phases in Family Life.

PUB DATE- Aug 85
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Developmental Stages; *Emotional Adjustment; Extended Family; *Family Life; *Family Relationship; Interpersonal Relationship; *Parent Child Relationship; *Parent Role
IDENTIFIERS- *Triangulation

The family life cycle perspective posits that developmental challenges inherent in the life of a family are both an outgrowth of developmental success or failure in preceding generations and antecedents to emotional well-being or distress in future generations of the family. To substantiate this family developmental model, life cycle postulates were subjected to empirical examination. A sequential path of variables representing the linkages between four critical transition points in family life were evaluated. These variables, in the developmental order in which they unfold are: each parent's history of differentiation from the family of origin; quality of the marital relationship; formation of a functional family system, as manifested by the presence or absence of child-focused triangulation; and the adolescent's adjustment. Subjects were 62 intact families with one adolescent offspring. Adolescents completed the Offer Self-Image Questionnaire and the Structural Family Interaction Pattern Questionnaire. Parents completed the Spanier Dyadic Adjustment Scale and the Parental Relationship Inventory. Path analysis was used as the primary statistical technique. Variations of the path model were assessed using three separate indices of triangulation. The results indicated that the overall path model was confirmed at every link in the developmental chain. These findings lend support to the family life cycle perspective. (Author/NRB)

ED 262 466 EA 017 998

*Puleo, Vincent T.*

A Method to Compare Building Program Facilities.

PUB DATE- 85
NOTE- 8p.; For related documents, see ED 213 091-092 and EA 017 997.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; *Evaluation Methods; Facility Guidelines; Predictor Variables

This paper reports a procedure designed to enable a school district to measure the adequacy of its educational facilities. Reasonable adherence to the guidelines described regarding scale development and implementation should provide a useful comparative tool with broad applicability. The report includes a general description of the procedure using five factors, an illustration of scale development, and a review of guidelines. It is stressed that the procedure is not a scale per se. The rationale is that it is expected that there will be variation among districts regarding which building factors to rate. Hence, a general method as opposed to a fixed scale should provide the flexibility needed for local application. The procedure is straightforward, and it contains some supporting documentation. Reliability and validity data are presented for an example of procedure application. References to earlier work are provided along with a sample rating scale. (Author/PGD)

ED 262 171 CE 042 521

Advanced Marketing 8130. Planning for Entrepreneurship. Teacher's Resource Guide.

**Virginia State Dept. of Education, Richmond.**

PUB DATE- 84
NOTE- 210p.; For a related document, see CE 042 520.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; Business Responsibility; Classroom Techniques; Communication Skills; Competency Based Education; *Distributive Education; Economics; *Entrepreneurship; Human Relations; Individual Development; Learning Activities; Legal Responsibility; Lesson Plans; *Marketing; Mathematics Skills; *Merchandising; Money Management; Personnel Management; Postsecondary Education; Resources; Retailing; Salesmanship; Secondary Education; *Small Businesses; Student Evaluation

This teacher's guide is designed for use in a one-semester course to provide marketing and distributive education students with the skills necessary to open a marketing business. Included in the guide are a task list, a suggested teaching sequence, and a series of nine instructional units. The following topics are addressed in the individual units: responsibilities and rewards of owning a business, potential business opportunities, effects of international trade, selection of the correct location for a business, development of a marketing strategy for a business, development of a financial plan, interactions of government and business, procedures for financing and selecting the legal form for a business, and development of a management plan. Each unit consists of handouts and an instruction plan that includes some or all of the following: a duty statement and duty evaluation criterion; cross-referenced lists of tasks, performance objectives, and evaluation instruments; a list of resources needed to complete the unit; and a lesson plan that contains cross-referenced topical outlines, performance objectives, learning activities, and evaluation measures. (MN)

ED 262 185 CE 042 552

*Nadler, Leonard*
Preparation for Leaders of Adult Education.
PUB DATE- 28 Jan 82
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Adult Educators; Higher Education; *Leaders; Leadership Qualities; *Leadership Training

Little attention has been given to preparing people to become leaders of adult education. These leaders are people whose influence in adult education goes beyond his/her own program and immediate areas of operation. They include program administrators, builders of adult education programs, politicians, authors, and researchers. Two main categories of leaders are permanent and temporary. The leaders in adult education can be found in government, in the private sector (companies that provide goods and services for a profit), and the private sector (non-profit organizations). Adult educators can either prepare for leadership or develop career patterns as leaders in adult education in various ways. One of the most common patterns is to obtain a graduate degree in adult education. Other methods are certificates from universities, workshops, learning experiences in leadership offered by professional associations, and self-directed learning experiences, such as a personal reading program, a study tour, and networking (a continuing contact with other adult educators). Efforts are needed to develop mechanisms to identify practitioners with the potential for leadership and to provide the appropriate learning experience to develop that potential. (YLB)

*Worthington, Robert M.*
Public Sector Opportunities and Linkages with Vocational Education.
**Office of Vocational and Adult Education (ED), Washington, DC.**
PUB DATE- 25 Jan 85
NOTE- 23p.; Paper presented to the Apprenticeship and Training Committee of the National Association of Home Builders (Houston, TX, January 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Apprenticeships; *Building Trades; Educational Legislation; Educational Quality; Education Work Relationship; Federal Government; *Federal Legislation; Government Role; Postsecondary Education; *School Business Relationship; State Government; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Reauthorization Legislation

The Carl D. Perkins Vocational Education Act reaffirms, expands, and strengthens the Federal commitment to quality vocational programs. As stated in the Act, vocational education programs are best administered by states and their communities; the Federal Government is a junior partner with a catalytic role. The law has two major purposes--to improve the quality of vocational education programs and to make vocational education programs accessible to all people. Five titles cover assistance to the states, basic grants, special programs, national programs, and definitions. The State Board of Vocational Education is the sole state agency responsible for administration and distribution of Federal funds. The State Council on Vocational Education advises the State Board on the State Plan and reports to the governor, business community, and general public. The apprenticeship provisions of the Act offer some important linkage opportunities with the home building industry. This legislation supports an even stronger alliance among vocational education, apprenticeship, and private industry. Specific key citations in the Act that offer meaningful opportunities for the home building industry include those on institutional and worksite programs, building more effective linkages between education and private sector employers, and related instruction for apprentices. (YLB)

ED 262 268 CE 042 704

*Auer, Herbert J.*
Photovoltaic: Instructional Manual. The North Dakota High Technology Mobile Laboratory Project.
**North Dakota Univ., Grand Forks. Dept. of Industrial Technology.**
SPONS. AGENCY- North Dakota State Board for Vocational Education, Bismarck.
PUB DATE- 85
NOTE- 93p.; For related documents, see CE 042 701-705.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Course Content; Electricity; Equipment; Learning Activities; Lesson Plans; Postsecondary Education; *Power Technology; Secondary Education; *Solar Energy; Teaching Methods; Vocational Education; Workshops
IDENTIFIERS- *Photovoltaics

This instructional manual contains 11 learning activity packets for use in a workshop on photovoltaic converters. The lessons cover the following topics: introduction; solar radiation--input for photovoltaic converters; photovoltaic cells; solar electric generator systems; characteristics of silicon cells; photovoltaic module source resistance; photovoltaic converter output--fix position, Azimuth tracking, and storage system; and photovoltaic converter efficiency. Each learning activity packet lists prerequisites, purpose, and competencies to be developed and contains information sheets, illustrations, and learning activities. A list of equipment needed in a photovoltaic mobile teaching laboratory and information about operation and design of solar electric generator systems also are included in the manual. (KC)

ED 262 309 CG 018 544

*Holden, Ronald R.*

Test Item Disguise and the Structured Assessment of Clinical Psychopathology.

SPONS. AGENCY- Ontario Ministry of Health, Toronto.; Queen's Univ., Kingston (Ontario).

PUB DATE- Aug 85

NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Evaluation Methods; *Psychopathology; *Test Construction; *Test Items; *Test Validity

IDENTIFIERS- *Test Item Disguise

Modern test construction strategies in the areas of personality and psychopathology differ in the use of disguise within test stimulus material. Previous research on the validity of using disguised test item content has favored the rational strategy of test construction which views disguise as a liability under normal test-taking circumstances. The utility of disguised test item content for the assessment of psychopathology with a psychiatric inpatient population was explored in a group of 352 adult psychiatric inpatients. All subjects completed the Basic Personality Inventory, a 12-scale, 240-item, structured, self-report instrument of abnormal behavior. Test item disguise was differentiated into components of face validity (the contextual relevance of a test item) and item subtlety (lack of an obvious, substantive link between a test item and its underlying dimension). The results indicated that the more empirically valid test items had greater face validity and less item subtlety. These findings suggest that the most valid results may be obtained through the use of direct questions, supporting the efficacy of a rational approach to constructing self-report instruments for assessing psychopathology. (NRB)

ED 262 323 CG 018 558

*Hamachek, Don E.*
Humanistic-Cognitive Applications to Teaching and Learning: Theoretical-Philosophical Bases.
PUB DATE- 22 Aug 85
NOTE- 35p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Educational Philosophy; Elementary Secondary Education; *Epistemology; *Humanism; Humanistic Education; *Learning Theories; Postsecondary Education; *Psychology; Self Concept; Teacher Student Relationship; *Teaching Methods; Theories

Humanistic psychology has emerged as a third force alternative to behaviorism and psychoanalysis. It offers a new orientation to psychology, one that incorporates basic existential ideas related to personal choice, freedom, and responsibility, and which also includes central phenomenological themes related to perceptions, personal meanings, and subjective experiences. Coming into its own in the mid 1950s, humanistic psychology established a theoretical-philosophical beachhead that focused on the whole person, highlighted the importance of conscious processes, and gave psychological respectability to the constructs of self and self-concept. Humanistic and cognitive emphases have combined to have an enormous influence on teaching-learning activities at all levels of education, including: (1) a recognition that affective states and cognitive functioning are interactive processes, both of which influence learning outcomes; (2) a recognition of how and why a classroom's emotional climate influences learning for better or worse; and (3) a recognition that learning is facilitated when personal meaning is enhanced. The underlying concern that early humanism had about the right of people to arrive at some level of self-realization through reason and rational thought remains alive and well through its contemporary expressions in humanistic and cognitive psychology. An 8-page list of references concludes the paper. (Author/NRB)

ED 262 378 CS 008 161

*Tei, Ebo; Stewart, Oran*
Effective Studying from Text: Applying Metacognitive Strategies.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Ability; Content Area Reading; Higher Education; *Metacognition; Questioning Techniques; *Reading Comprehension; *Reading Instruction; *Reading Strategies; Secondary Education; *Study Skills; *Teaching Methods

To be effective learners, students should know about the state or level of their learning and the success of the strategies they are using, so that when they misunderstand a concept they can do additional reading or consult outside sources. Traditionally, textbook study has been taught through the use of so-called formula techniques, where the formula represents a step-by-step approach to studying the text. In place of this blind training, students should have self-control training or training with cognitive awareness (metacognition). The important elements for any effective studying include (1) having specific purposes or goals for the study session, (2) recognizing the inherent structure of the reading material, (3) purposefully extracting information, and (4) assessing the knowledge gained. Two metacognitive strategies that can be taught easily to students are self-questioning and summarization. In teaching self-questioning, the student must be made aware that before any portion of text is read at all some pertinent questions must be asked to provide context for extracting meaning. In summarizing, students learn to use in-depth processing of the more important ideas in the text and to check what has been gained up to that point. (HOD)

ED 262 392 CS 008 185

*Walker, Barbara J.; Mohr, Terry*

The Effects of Ongoing Self-Directed Questioning on Silent Comprehension.

PUB DATE- 14 Mar 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Reading Research Conference (10th, Seattle, WA, March 14-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; Intermediate Grades; Prediction; *Questioning Techniques; *Reading Comprehension; Reading Improvement; Reading Processes; *Reading Research; Verbal Ability
IDENTIFIERS- *Comprehension Monitoring; Metacomprehension; *Self Directed Questioning

A study was conducted to determine the effectiveness of self-directed questioning on comprehension. The self-directed questioning strategy involved making predictions, defining evidence that generates the predictions, evaluating subsequent clues, and reformulating predictions when necessary or devising new ones when previous ones are confirmed. Subjects were 23 intermediate grade students, randomly assigned to two instructional groups. Each group received eight consecutive hour-long sessions, either teacher-directed preposed purpose setting and follow-up questions, or on-going self-directed questioning. Pretest and posttest scores were obtained using the New Developmental Reading Test. Results indicated that the self-directed questioning technique was effective for all readers in that group when asked to draw relationships between two important parts of the text. The technique did not significantly improve text explicit comprehension or creative comprehension, as measured by the reading for relationships subtest. Furthermore, this method significantly improved the text implicit comprehension for the low-verbal ability group, but not for the high-verbal ability group, indicating that less proficient readers profit from explicit instruction in reading comprehension. (HTH)

ED 262 437 CS 505 041

*Malik, M. F.*
Biocybernetic Communication Research 1967-1984.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Research; Course Descriptions; Foreign Countries; Higher Education; *Mass Media; *Research and Development Centers; *Research Projects; *Speech Communication
IDENTIFIERS- *Biocybernetics; *Myer Pollack Communication Research Lab (Quebec)

This paper introduces and explains what was being done in biocybernetic communication research at the Myer Pollack Communication Research Laboratory in Montreal (Canada) from 1967 to 1984. It also lists persons and researchers directly involved in the activities and projects of the laboratory. The paper concludes with brief descriptions of five communication courses taught within the department of communication studies at the laboratory and a list of three future streams of development within the frameworks of the Myer Pollack Communication Research Laboratory. (HOD)

ED 262 452 EA 017 954

*Jones, Thomas H.*
State Fiscal Behavior: A Study of Resource Allocation and
Distribution.
PUB DATE- 85
NOTE- 42p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Chicago, IL, March 31-April 4,
1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Educational Economics; *Educational
Equity (Finance); *Educational Finance; Educational Planning;
Elementary Secondary Education; *Finance Reform; Financial Policy;
*Resource Allocation; *State Aid
IDENTIFIERS- Fiscal Neutrality; Median Voter Model

This paper examines some general principles affecting the timing, extent, and direction of fiscal changes in public school finance systems. To develop a framework that is applicable to a wide variety of states, the analysis concentrates on two dimensions: allocation and distribution. The median voter model and the fiscal neutrality model of state financial decision making are examined. Major changes in public school finance systems occur when states adopt fiscal neutrality principles. The extent and direction of change are understood by considering allocation and distribution patterns across time. This results in a pattern that can be graphically illustrated in a sawtooth pattern with small random gains and losses in fiscal decisions from one legislative session to the next. The data in this study show that change in fiscal policy occurs during nonreform periods as well as periods of major reform. It is important to understand and influence fiscal behavior in nonreform periods if gains are to be made in allocational adequacy and distributional equity. Included in the paper are a list of references, eight graphs, and three tables. (MD)

ED 262 542 EC 180 950

*Braddock, David; And Others*

Public Expenditures for Mental Retardation and Developmental Disabilities in the United States: Analytical Summary. (A Working Paper).

**Illinois Univ., Chicago. Inst. for the Study of Developmental Disabilities.**

PUB DATE- Mar 85

NOTE- 187p.; For the state expenditures analysis, see EC 180 949.

AVAILABLE FROM- Expenditure Analysis Project, Evaluation and Public Policy Program, Institute for the Study of Developmental Disabilities, 1640 W. Roosevelt Rd., Chicago, IL 60608 ($15.00; 20% discount for 5 or more copies).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Costs; *Developmental Disabilities; Elementary Secondary Education; *Expenditures; *Federal Aid; *Federal Programs; History; *Mental Retardation; Services; *State Federal Aid; *State Programs

The report summarizes results from a mental retardation/developmental disabilities (MR/DD) expenditure analysis study. Three parts comprised the study: (1) the state government expenditure analysis which covered fiscal years (FY) 1977 through 1984, and dealt primarily with state general fund expenditures of the principal MR/DD state agency, the state's use of federal reimbursements for intermediate care facilities for the mentally retarded (ICF/MR), and its use of Federal Social Services Block Grant funding (Title XX); (2) a more historically comprehensive analysis of federal government expenditures which covered the period 1945-1985 and analyzed funding data from 82 federal MR/DD programs in the areas of services, research, training, income maintenance, and construction; and (3) an intergovernmental analysis. Results of the state analysis include state rankings on three scales of state MR/DD fiscal effort: personal income share, total state budget share, and per capita expenditure. Cumulative fiscal efforts over the 8-year period (FY1977-84) are also illustrated in a table for community services, institutional services, and both sectors combined. The federal analysis includes a tracing of the historical evolution of federal MR/DD activity from 1914 to the present. The chapter on intergovernmental expenditures looks at trends in state-federal MR/DD spending and state expenditure shifts toward community objectives. Extensive appended materials are included. (CL)

ED 262 241 CE 042 656

*Baskett, H. K.; Hamilton, A. Bruce*
University Continuing Education: Strategies for an Uncertain Future.
PUB DATE- 18 Jun 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Canadian Association of University Continuing Education (Winnipeg, Manitoba, June 18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Continuing Education; Educational Innovation; Educational Objectives; Foreign Countries; *Futures (of Society); Marketing; Postsecondary Education; Research and Development; *Universities
IDENTIFIERS- *Canada

Some of the most common predictions relating to university continuing education units provide a base from which a discussion of future strategies can begin. These include the following: the Big Generation (i.e., baby boomers) is here; knowledge, not products, is the major focus of society; competition for the traditional university continuing education market is increasing; high unemployment and rapid job dislocation will continue; work and learning are becoming more inseparable; more people will demand learning for more years of their life; specialization and segmentation of audiences in education will continue; and consumers, not providers, determine content and format of learning. Six broad strategies have been suggested to assist continuing education units in universities with confronting the uncertainties of the future effectively. They are (1) mission clarity; (2) reframed relations with host universities; (3) rethought approaches to programming (specialization and market positioning, use of new marketing technologies, "getting closer to the customer," changed outlooks and competencies); (4) enhanced research and development; (5) revised structures and management; and (6) increased inter-university networking, information sharing, and collaborative research. (YLB)

ED 262 255 CE 042 682

*Gordon, Ruth*

The Social Payoff from Occupationally Specific Training: The Employers' Point of View. Education & Employment. Research for the Practitioner. Research Brief No. 5.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 3p.; For final report, see ED 236 375.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Education Work Relationship; *Employer Attitudes; *Entry Workers; High Schools; Job Placement; Job Skills; On the Job Training; Outcomes of Education; Part Time Employment; Postsecondary Education; *Relevance (Education); School Role; *Vocational Education; Wages; *Work Experience

A survey of over 3,800 employers found that school-provided vocational training was required for 9.5 percent of the jobs studied and "important but not required" for another 37.9 percent. In this study, new employees with relevant vocational education exhibited these characteristics: (1) were 6.5 percent more productive 6 to 36 months after being hired; (2) required about 20 percent less formal on-the-job training and 10 percent less informal on-the-job training; (3) had higher wage rates; (4) increased the firm's output and reduced its training costs by considerably more than the additional wages paid; and (5) were more productive and required less training if that training were obtained at a two-year college or vocational institute. Only vocational education that was relevant offered these benefits. Also, increases in productivity and savings of training costs by having a vocationally trained worker were much greater at small companies than at large companies. Employers also benefited in a similar manner by hiring workers with relevant prior job experience. As a result of these findings, the study concluded that vocational education should focus on generic occupational skills or focus on more specific skills that are in short supply, that vocational education should set an immediate goal of a high rate of training-related placement, and that students should be encouraged to secure part-time jobs in fields related to their school programs. (KC)

ED 262 295 CE 042 744

*Green, Nancy*

Gender Tracking and Student Choice: Case Study of a Girls' Vocational High School, 1911-1978.

PUB DATE- Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coeducation; Cultural Context; *Cultural Influences; Educational Benefits; Educational History; Educational Philosophy; Females; High Schools; Home Economics; Magnet Schools; Males; *Occupational Aspiration; School Role; *Sex Bias; *Single Sex Schools; Social History; Sociocultural Patterns; Socioeconomic Background; *Vocational Education; *Womens Education
IDENTIFIERS- *Chicago Public Schools IL

The Lucy Flower Technical High School was the only Chicago public high school exclusively for girls. Its founders' goal was to train young women both for sex-segregated employment and for their "primary function" as housewives. The form this aim took in practice and the response to the school over time by Chicago's young women offer suggestive insights into the following: the realities of vocational education for women in the United States; the value of single-sex in contrast to coeducational education for women; and the interaction of the schemes of educators with the needs and wishes of women students. Although boys' vocational education has been criticized for in effect keeping the sons of workers in the working class, at Lucy Flower the hidden agenda of limitation by class was subordinate to the overt agenda of limitation by gender. There was never any question that the school meant to prepare women for the limited roles society allotted them. Yet, this intention was not carried out as a matter of simple imposition. As an open enrollment institution, the school was able to pursue its vision of women's destiny only to the extent that a readily available clientele shared its philosophy. Thus, the composition of its student body followed the physical and cultural movements of groups in Chicago, vividly reflecting attitudes toward schooling and work on the part of young women and their families. (Author/KC)

ED 262 365 CG 018 600

*Fead, A. Kelley*
The Child Abuse Crisis: Impact on the Schools.
**Capitol Publications, Inc., Arlington, VA.**
PUB DATE- 85
NOTE- 121p.
AVAILABLE FROM- Capitol Publications, Inc., 1300 North Seventeenth St., Arlington, VA 22209 (1-5 copies, $35.00 ea.; discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Abuse; Child Neglect; Elementary Secondary Education; *Federal Legislation; *Intervention; Personnel Selection; *Prevention; School Districts; School Responsibility; *School Role; *State Legislation
IDENTIFIERS- *Screening Procedures

This report explains the roles and responsibilities of schools in dealing with child abuse. The introduction lists child abuse facts and figures, defines child abuse and neglect, provides a rationale for the involvement of educators in treatment and prevention efforts, and considers ethical issues. Chapter 1, which concentrates on keeping abusers out of schools, presents the Federal Child Abuse Screening Law and the Health and Human Service Department's interpretation of that law. Screening laws are given and screening procedures are discussed at the state level for California, Florida, Maryland, Pennsylvania, and Utah. Chapter 2 focuses on reporting child abuse and provides tables listing by state who must and may report child abuse, reporting procedures, policies of immunity for child abuser reporters, and child abuse registries mandated by statute. Preventing and treating child abuse in the schools is discussed in chapter 3, with special attention paid to federal and state involvement. Chapter 4 examines how the problem of child abuse is handled by the nation's largest school districts: New York City, Los Angeles, Philadelphia, Detroit, Houston, Hawaii, Dallas, and Broward County, Florida; presents a model child abuse policy; and documents efforts against child abuse in Philadelphia. The report concludes with a list of resources. The appendices contain interviewing strategies, a list of physical and behavioral indicators of child abuse and neglect, information on where and how to report child abuse, and selected materials from the "Catalogue of Material" for the Clearinghouse on Child Abuse and Neglect Information. (NRB)

A Guide to Curriculum Development in Language Arts.

**Connecticut State Dept. of Education, Hartford. Bureau of Curriculum and Staff Development.**

PUB DATE- 81
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Course Content; *Curriculum Development; *Curriculum Evaluation; *Educational Objectives; Elementary Secondary Education; *English Curriculum; *Language Arts; Language Skills; Literature Appreciation; Reading Instruction; Speech Communication; State Standards; Writing Instruction
IDENTIFIERS- Connecticut

Written to comply with Connecticut's legislative mandate that educational programs be planned, ongoing, and systematic, this guide to curriculum development in the language arts for kindergarten through twelfth grade advocates a curriculum in which there is a balance between basic skills programs--speaking, reading, writing, listening and viewing--and programs fostering understanding and appreciation of language, literature, and composition. Organized into four parts, the first part of the guide discusses the general aspects of the curriculum process. The chapters in the next two parts proceed to the specifics of the content and skills of the language arts: language, composition, literature, speaking, listening and viewing, reading, and writing mechanics. The sections within each of the chapters are parallel, with identical or similar subheadings: current knowledge about learning the skill, basic considerations, student development, purposes for study, instructional organization, program goals and objectives, assessment, and summary. The final part of the guide deals with evaluation of the guide and its implementation. Among the appendixes are Connecticut's statewide goals for education, suggested resources available from organizations, a policy statement on teaching about controversial subjects, and resources for locating print and nonprint materials. (HOD)

ED 262 467 EA 017 999

*Hansen, Kenneth H.*
Statewide Support of Local School Improvement. Discussion Draft.
**Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 16p.; Prepared for the Chief State School Officers of the Northwest and Pacific.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; *Educational Improvement; Educational Policy; Elementary Secondary Education; Policy Formation; Public Relations; Public Support; State Departments of Education; *State Programs; *State School District Relationship

Many strategy options are open to state education agencies interested in developing statewide programs to support and guide local school improvement efforts. Agencies can focus on instructional improvement, more general school improvement, improvement of the curricular program, or changes in educational structures. Factors influencing which of these foci to select include the political, fiscal, developmental, and aspirational contexts in which the state agency is operating. Once a strategy is selected, the agency must still determine what aspects of the strategy to stress, how to limit the range of efforts for greatest impact, how to maximize cooperation, how to ensure public support, how to develop adequate background data for assessing needs and measuring change, and what kinds of results to seek and to expect. (PGD)

*Addison, Linda*
Leadership Skills Among the Gifted and Talented. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Gifted; *Leadership Training; Program Development; *Talent
IDENTIFIERS- ERIC Digests

In this digest identification and development of leadership skills in gifted and talented students are examined. Leadership is analyzed and its scope expanded from qualities of one who leads to a more complex view of how a person exerts influence. Conceptions of task-oriented versus relationship-oriented leaders are considered. Ways in which teachers can identify leadership among gifted and talented students are noted, including interviews, leadership styles instruments, and nomination and/or rating by peers, teachers, self, or community group members. Comprehensive leadership development programs are analyzed in terms of knowledge, skills, and attitude components. Administrative arrangements for leadership training may range from one-day colloquia to year-long leadership programs. A brief list of resources concludes the digest. (CL)

*Whitmore, Joanne Rand*
Underachieving Gifted Students. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Behavior Patterns; Elementary Secondary Education; *Gifted; *Student Characteristics; Student Motivation; Talent Identification; *Underachievement
IDENTIFIERS- ERIC Digests

In this digest the problem of underachievement among gifted students is examined. Gifted underachievers manifest three behavior patterns in the school setting: non-communication and withdrawal, passive compliance, and aggressive/disruptive behavior. Gifted underachievers have been identified in greater numbers recently. Some of the causes of underachievement include lack of motivation, values conflicts, lack of environmental nurturance of intellectual potential, developmental delays or chronic poor health, specific disabilities, and specific or general academic skill deficits. Educational programing should address three critical areas: (1) an understanding of the nature and problems of being gifted; (2) development of constructive ways to cope with conflict and frustration caused by the gap between cognitive ability and performance level; and (3) development of a healthier, more realistic self concept and higher self esteem. To be effective, programing should feature challenging and meaningful curriculum, maximum opportunity for inquiry and creativity, a compatible peer group, and support services. (CL)

ED 262 157 CE 042 285

*Ricketts, Samuel Clifton*

Leadership and Personal Development Abilities Possessed by High School Seniors Who Are FFA Members in Superior FFA Chapters, Non-Superior Chapters, and by Seniors Who Were Never Enrolled in Vocational Agriculture.

PUB DATE- 82
NOTE- 280p.; Ph.D. Dissertation, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Educational Research; High Schools; *High School Seniors; *Individual Development; Males; *Student Leadership; Student Organizations; *Student Participation; *Vocational Education
IDENTIFIERS- *Future Farmers of America

The purpose of this study was to describe the leadership and personal development abilities possessed by four groups of male high school seniors. These groups were those high school seniors who participated in high quality (superior) Future Farmers of America (FFA) chapters and low quality (non-superior) FFA chapters and those from schools with superior and non-superior FFA chapters who were never enrolled in vocational agriculture. The sample came from 16 schools in Middle Tennessee. Three instruments were developed to gather data: the student questionnaire, 66 criterion-referenced multiple-choice questions to measure leadership and personal development abilities, and anecdotal information (student time devoted to instruction on 10 areas within FFA according to vocational agriculture teachers). Conclusions based upon study findings were that (1) the extent to which students who enrolled in vocational agriculture/FFA for four years possess leadership and personal development abilities is much less than the profession should be willing to accept, and (2) vocational agriculture/FFA students possess significantly more leadership and personal development abilities than non-vocational agriculture students. (Instruments, instructions, and data are appended.) (YLB)

ED 262 201 CE 042 582

*Sticht, Thomas G.*
Literacy and Human Resources Development at Work: Investing in the Education of Adults to Improve the Educability of Children. Professional Paper 2-83.
**Human Resources Research Organization, Alexandria, Va.**
REPORT NO.- HumRRO-PP-2-83
PUB DATE- Feb 83
NOTE- 52p.; This report is an extension of an address to the National Academy of Education meeting (Toronto, Ontario, October 1980).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adult Basic Education; Adult Literacy; Adult Reading Programs; Cost Effectiveness; Delivery Systems; Educational Attainment; Educational Benefits; Educationally Disadvantaged; Educational Needs; Educational Practices; Educational Research; Employment Potential; Industrial Training; Influences; Job Skills; *Labor Force Development; *Literacy Education; Needs Assessment; *Parent Child Relationship; Parent Role; Research Needs; *Training Methods
IDENTIFIERS- *Job Related Reading

Research indicates that many illiterate youth and adults who become parents are unable to transfer high levels of oral language skills or to model literacy use for their children. Consequently, their children begin school without the readiness skills necessary to learn to read and thus continue a cycle of family illiteracy and employment problems. Studies indicate that among the benefits that could be attained from employer-sponsored literacy training programs for marginally literate youth and adults while developing their literacy, oral language, and learning skills the following human resources-related benefits would be attained: (1) the value obtained from education dollars could be doubled, (2) youth and adult employment problems could be relieved, and (3) children's ability to achieve in school could be improved. Research studies have confirmed that literacy skills and their use have a direct impact on proficiency and productivity in the workplace. Literacy programs that focused training directly on teaching students how to perform job-related reading tasks resulted in improvements in both general and job-related literacy, with even brief programs having significant impacts on workers' literacy skills. In light of the intergenerational benefits to be gained from job-related literacy programs, researchers should seek cost-effective ways for employers to implement such programs. A brief list of references concludes the report. (MN)

ED 262 269 CE 042 705

*Cheng, Wan-Lee*
Computer Aided Design: Instructional Manual. The North Dakota High Technology Mobile Laboratory Project.
**North Dakota Univ., Grand Forks. Dept. of Industrial Technology.**
SPONS. AGENCY- North Dakota State Board for Vocational Education, Bismarck.
PUB DATE- 85
NOTE- 224p.; For related documents, see CE 042 701-704.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; *Computer Oriented Programs; Course Content; *Design; *Drafting; Equipment; Learning Activities; Lesson Plans; Microcomputers; Postsecondary Education; Secondary Education; Teaching Methods; Transparencies; Vocational Education; Workshops
IDENTIFIERS- *Computer Assisted Design; Computer Assisted Drafting

This instructional manual contains 12 learning activity packets for use in a workshop in computer-aided design and drafting (CADD). The lessons cover the following topics: introduction to computer graphics and computer-aided design/drafting; coordinate systems; advance space graphics hardware configuration and basic features of the IBM PC microcomputer and the Epson printer; advanced space graphics system set-up and space tablet calibration; advanced space graphics system package and the coordinate system used; general operating procedures and the major CADD functions; tutorial lesson and the main menu; CADD functions--transformation, file handling, editing, input methods, output methods; and dimensioning and documenting. Each learning activity packet lists prerequisites, purpose, and competencies to be developed and contains information sheets and illustrations, some of which could be used for transparencies. The instructor's guide also contains a suggested method of introducing the lessons, a checklist, references, group activities, and problem keys. (KC)

ED 262 282 CE 042 725

A Networking Guide on Teenage Pregnancy & Parenting in Maryland. Local Activities and Contact People.

**Interdepartmental Committee on Teenage Pregnancy and Parenting in Maryland, Baltimore.**

PUB DATE- Nov 85

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adolescents; Adult Education; *Agency Cooperation; *Early Parenthood; *Networks; *Parenthood Education; *Pregnancy; Statewide Planning; Youth Problems

IDENTIFIERS- Maryland

This networking guide is intended to encourage public agencies and the private sector throughout Maryland to share information, concerns, and strategies with one another regarding teenage pregnancy and parenting. The first section, a summary of local-level activities regarding teenage pregnancy and parenting, emphasizes efforts undertaken in response to Maryland's program of local incentive grants to encourage interdepartmental efforts. This section also includes a listing of possible activities that might be helpful in addressing these issues at the county or city level and projects funded under the Vocational Education Act and Job Training Partnership Act. The second section outlines Maryland's Local Incentive Grant Program. The third section lists the names, addresses, and telephone numbers of key agency contact people in the local departments of education, employment and training, health and mental hygiene, and social services. This listing also includes the contact person for the local Interdepartmental Committee on Teenage Pregnancy and Parenting; the local Chairperson of the Children's Council; the Regional Director of the Maryland State Committee on Adolescent Pregnancy, Parenting, and Pregnancy Prevention; and the president of the local Parent Teacher Association. (YLB)

ED 262 379 CS 008 162

*Ramsey, Richard; O'Hear, Michael*

The OR Corrective: Making Readability Formulas Work for Workbooks and Textbooks.

PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Comparative Analysis; *Content Analysis; *Difficulty Level; Elementary Secondary Education; Evaluation Criteria; Readability; *Readability Formulas; *Textbook Content; *Writing Exercises
IDENTIFIERS- *OR Corrective Technique

When readability formulas are used to review workbooks and textbooks their value is limited because application techniques have failed to take into consideration the exercises and examples in these books. The O'Hear and Ramsey (OR) Corrective technique has been developed to alleviate this problem. It allows readability data to be used accurately in making two kinds of comparisons. First, the reading levels of text, exercises, and examples within a book can be compared, thus revealing possible inconsistencies. Second, the data can be used (1) to produce whole-book reading levels (which have been adjusted on the basis of the three categories) and therefore (2) to compare one book with another. No matter which readability formula is used, the first three steps in applying the OR Corrective technique are the same: select chapters; estimate amount of text, exercise, and example in those chapters; and calculate estimated percentage of text, example, and exercise in the whole book. The fourth step, determining the readability level of each content category, differs with the formula selected. The fifth step, recombining the levels of the categories to obtain corrected whole-book readability, is again universal. To see whether the OR Corrective technique improved the accuracy of readability estimates, it was used with the Flesch, SMOG, and Fry formulas in determining the readability of three textbooks. Results determined that this technique is a way to gain accurate readability data. (HOD)

ED 262 407 CS 209 268

*Robinson, Moira*
Children's Playground Rhymes, Chants & Traditional Verse. P.E.N.
(Primary English Notes) 47.
**Primary English Teaching Association, Rozelle (Australia).**
PUB DATE- Oct 84
NOTE- 10p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167,
Rozelle, New South Wales 2039, Australia ($0.75, Australian
currency).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Collected Works - Serials
(022)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary
Education; Language Arts; *Language Rhythm; *Literature
Appreciation; *Poetry; *Teaching Methods

The teaching activities presented in this pamphlet focus on children's playground rhymes, chants, and traditional verse. The pamphlet begins with a discussion of children's lack of interest in poetry, a definition of poetry, and suggested ways to approach poetry. Following that, it explores ways to use playground chants and traditional verse: (1) to increase children's enjoyment of language (through tongue twisters and nonsense language); (2) to develop their response to rhyme and rhythm; (3) to provide a basis for children's own writing; (4) to ease the way into reading other forms of literature; and (5) to encourage children to read--through the use of riddles, parodies, fractured nursery rhymes, train chants, and scary stories. (EL)

ED 262 438 CS 505 065

Elementary Language Arts: Strategies for Teaching and Learning.
**Ohio State Dept. of Education, Columbus.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Classroom Environment; Cognitive Processes; *Curriculum Development; Elementary Education; English Instruction; Inservice Teacher Education; Instructional Materials; *Integrated Curriculum; *Language Acquisition; *Language Arts; Language Skills; Listening Skills; Models; Reading Instruction; Reading Skills; Speech Skills; Teaching Methods; Writing Instruction; Writing Skills

Intended for use as an inservice tool for elementary school teachers and as an independent study tool, this guide provides a framework for designing language experiences in the classroom. Following an introduction, the first section of the guide deals with language as communication, as thought, and as a series of interrelated skills. Three questions language arts teachers must ask themselves are posed: whether they give receptive and expressive skills equal time, whether inner thought can occur without language, and whether teachers interrelate the language arts. The second section explores creating an environment for language, and is organized around the essential areas of language teaching. The section includes three language arts teaching frameworks, ways of providing for interaction between the different language arts, and two suggested models for enriching the context for language learning. The third section deals with designing language experiences in the areas of listening, oral expression, dramatization, written expression, literature as a base for critical reading, and a framework for teaching reading using children's literature. In addition to the resource lists in each skill area, a selected list of writings in language arts is included in a bibliography. (HTH)

ED 262 482 EA 018 042

*Furst, Lyndon G.*
Indirect Government Control of Non-Public Schools: A Review of Court Decisions.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; *Court Litigation; Elementary Secondary Education; Employer Employee Relationship; *Federal Regulation; *Government School Relationship; *Institutional Autonomy; Local Legislation; *Private Schools; Religious Discrimination; School Law; School Zoning

The government has attempted to exercise control over nonpublic schools in a number of different ways. This paper discusses the indirect controls imposed by various levels of government on these schools and the response of the courts to these controls. It is organized by court decisions related to zoning ordinances, civil rights, and employment relations. The basic argument is that diversity in educational systems benefits the nation, and that private schools should therefore be protected from regulatory attempts by government as they develop programs and methods different from public schools. Zoning ordinances imposed by local government against nonpublic schools have been upheld in some cases and overturned in others. In general, the courts have ruled against the nonpublic schools in matters related to civil rights. Church operated nonpublic schools have been protected from control of the National Labor Relations Board and have been exempt from paying unemployment compensation taxes. Although the nonpublic schools have been protected in some cases, they have as much to fear from indirect government controls as from those directly applied. (Author/TE)

ED 262 496 EC 180 904

*Nash, Paul*
Stimulating and Teaching Thinking through the Integration of Left and Right Hemispheric Brain Activity.

PUB DATE- 20 Aug 84
NOTE- 29p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cerebral Dominance; *Elementary Secondary Education; Neurological Organization; *Photography; Program Effectiveness; Program Evaluation; *Self Esteem; *Student Motivation; Teaching Methods

A project investigated the use of instant photography for creating synthesis between image and language, between pictures and words and thus stimulating the right-brain learning of students. By 1983 over 1 million students (including the learning disabled and hearing impaired) across the United States and Canada had participated in the project, and evaluation data revealed a high level of satisfaction. The project was rated effective in motivating students to learn, teaching visual/spatial awareness, increasing the relevance of classroom learning, and teaching basic skills. Formal evaluation of its effect on creative writing demonstrated that Ss using instant cameras, film, and a curriculum guide made significantly greater improvements in their writing ability than did control Ss. Additional benefits were noted in self esteem (especially in low achievers and quiet or shy children), enhanced communication, increased responsibility, more collaboration in classrooms, heightened senses of autonomy and authority, improved student-teacher relations, enhanced writing and visualization skills and transfer to other domains of thinking. (CL)

ED 262 172 CE 042 522

*Suydam, E. Lynn*

Vocational Education Articulation Project. Annual Report.

**Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.**

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

PUB DATE- 1 Jun 85

NOTE- 216p.; Some appendices contain small print.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Articulation (Education); Community Colleges; Cooperative Planning; Educational Finance; *Educational Planning; *Institutional Cooperation; *Program Development; Program Effectiveness; Secondary Education; State Programs; *Statewide Planning; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Virginia

This project report consists of several parts. The first section describes the project conducted to develop articulation agreements in vocational education between secondary and postsecondary institutions in Virginia. Outlines of the project's phases are provided; these include development of mini-project funding requests, awarding of funding, technical assistance, and preparation of final drafts of articulation agreements. Project evaluation results and recommendations are given. Appendixes include lists of advisory committee members and their recommendations, documentation of mini-project funding and reporting procedures, a summary of articulation activities, and survey results. The last section of the document is a secondary/postsecondary articulation handbook written by Charles W. Curry. The handbook outlines factors limiting vocational education articulation, existing articulation problems, strategies for developing articulation agreements, and appendixes containing terms and definitions, sample correspondence, agreement plan formats, student records, and reference materials. (KC)

ED 262 186 CE 042 553

*Nadler, Leonard*

Human Resource Development: Allies or Opponents?

PUB DATE- 10 Nov 83

NOTE- 22p.; Paper prepared for the National Productivity Congress of the National Productivity Board (Singapore, November 10, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Industrial Training; Inservice Education; *Job Layoff; *Job Training; *Labor Force Development; *Participative Decision Making; *Productivity; Staff Development

IDENTIFIERS- *Productivity Improvement; *Quality Circles

Human resource development (HRD) and productivity are allies; they are synergistic. Productivity can be defined as an increase of output with no increase in input. An increase in productivity can be accomplished in the workplace through speed-up or capital investment. When productivity improvements are introduced, the philosophy of the organization is an important consideration. Generally, unions support increasing productivity--if the increases are shared with the workers. HRD is organized learning experiences in a specified period of time for the possibility of improving performance or the general growth of individuals. The unique contribution that HRD makes to the productivity effort is through learning. Three activity areas are found within the HRD effort. Training is learning related to the present job of the learner, education is learning related to the future job of the learner, and development is learning that is not job-related. If productivity improvement is desired, management should focus heavily on training, provide education as needed to prepare people for new jobs, and avoid development. Three productivity actions that are examples of the necessary alliance between productivity and HRD are quality circles, participative management, and layoffs. (YLB)

ED 262 228 CE 042 640

*Hayward, Becky Jon; And Others*

An Assessment of the Impacts and Effectiveness of the National Network for Curriculum Coordination in Vocational and Technical Education. Final Report.

**Advanced Technology, Inc., Washington, DC.; Policy Studies Associates, Inc., Washington, DC.**

SPONS. AGENCY- Education Analysis Center for State and Local Grants (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 104p.
CONTRACT- 300-82-0380
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum; *Curriculum Development; Curriculum Study Centers; *Information Networks; *National Programs; *Program Effectiveness; Program Evaluation; Research and Development Centers; Secondary Education; *Vocational Education
IDENTIFIERS- *Impact; Impact Studies; *National Network for Curr Coord in Voc Tec Educ

The second phase of an analysis of the National Network for Curriculum Coordination in Vocational and Technical Education focused on the impacts of six regional centers on vocational educators. Another concern was the Network's overall contribution to curriculum-related activities and initiatives in vocational education. Specific issues were the impacts the Centers have had on their users, the nature and effects of relationships developed between the Network and other organizations involved in vocational education, and factors that have affected program impacts. These issues were investigated through various data collection activities, including case studies of the Curriculum Coordination Centers, participation in regional meetings, visits to other organizations involved in vocational education, and telephone interviews with vocational educators. Data indicated that the major purpose of the Network--to create a resource through which curriculum materials and resources would be readily available to practitioners--has been accomplished. The ready availability of materials resulted in savings of time and money to states in curriculum-related activities and reduced duplication of effort in curriculum-development efforts. The Federal investment in the program leveraged a considerable amount of state support. Recommendations were made in these areas: curriculum evaluation, outreach, impact reporting, and emerging technologies. Some data are appended. (YLB)

ED 262 310 CG 018 545

*Monteiro, Kenneth P.; Haviland, Jeannette M.*
Emotional Mood States and the Recall of Childhood Memories.
SPONS. AGENCY- Rutgers, The State Univ., New Brunswick, N.J. Research Council.
PUB DATE- 24 Aug 85
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Autobiographies; College Students; Congruence (Psychology); *Emotional Response; Higher Education; *Recall (Psychology); *Sex Differences
IDENTIFIERS- Anger; Happiness; *Moods

Recently some psychologists have shown a renewed interest in the relationship between cognition and emotion and have begun to examine the relationship between the representation and processing of factual and emotional information. To investigate the role of emotional state in personal memory retrieval, a study was undertaken to replicate and extend the mood-congruency effects found in previous studies. In this case, however, happiness was compared to anger rather than to sadness as in previous studies. To examine the effect of emotional mood on the production and content of autobiographical memories, 48 college students (24 males, 24 females) were induced to feel either happy or angry and were then asked to recount a childhood or an adolescent memory. These recalls were scored for affect words, social themes portrayed, and number of words used to recount the memory. The results indicated that subjects' mood predicted the valence of affect words present in the memory. Social themes varied as a function of both subjects' mood and subjects' gender. Fluency, number of words produced, was influenced by gender and mood such that females were slightly more fluent than males; moreover, females were most fluent while happy while males were most fluent while angry. The results offer some support for the associative model for mood dependent recall and also suggest that the particular mood may influence recall independently of mood congruency effects. (Author/BL)

ED 262 324 CG 018 559

*Schneider, Anne L., Ed.*
Guide to Juvenile Restitution.
**Aspen Systems Corp., Germantown, Md.**
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

PUB DATE- Jul 85
NOTE- 168p.
CONTRACT- OJARS-84-0-001
GRANT- 84-JS-AX-K045
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Delinquency; Delinquent Rehabilitation; Models; *Program Development; Program Implementation; Resource Materials
IDENTIFIERS- *Juvenile Justice; *Restitution

This guide is designed to assist programs in developing, expanding, or improving restitution activities for juvenile offenders. The guide is divided into five major sections. Part I focuses on the most fundamental decisions for restitution programs: program philosophy and goals, organizational structure, location within the juvenile justice system, and target population for restitution programs. In part II, three models of restitution programs are identified. The Financial and Community Service Model is described in terms of the basic process of developing, implementing, and enforcing restitution orders, and includes information about employment components and liability issues. The Victim-Offender Mediation and Service Model and the Victim Financial Restitution Model are also described. Part III of this guide concerns program implementation and includes sample forms, a checklist for restitution programming that can be used to implement new programs or to diagnose the needs of existing programs, and suggestions for getting programs started. Program management information systems and continuing evaluation that serves the informational needs of the program are discussed in part IV. Part V contains various papers on resources available to restitution programs: summaries of research findings about the effect of restitution, a review of legal issues, a discussion of employment models, information about federal assistance for restitution, and a bibliography. (NRB)

ED 262 352 CG 018 587

*Neely, Margery A.*
Should We Whistle as We Shirk? What is Rape Prevention?
PUB DATE- 25 Oct 85
NOTE- 20p.; Presented at Women's Resource Center, Friday Focus on Women (Manhattan, KS, October 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Child Abuse; Interpersonal Competence; Males; *Physiology; *Prevention; *Rape; Sex Bias; Sexual Harassment; *Social Control; *Socialization; *Theories

Different theories have been offered about why some men rape. The interactive theory of rape describes coercive elements in heterosexual relations resulting from faulty socialization or abuse in childhood. Prevention according to this theory would involve mental health specialists incorporating preventive strategies into parent training, guidance, curriculua, and individual counseling. The social control theory of rape assumes class and power differences: women, being less powerful in social and political influence and economic power, are afraid to challenge the more powerful men. Prevention in the social control theory would involve counselors teaching democratic values, applied to heterosexual relations, to the young. Private citizens could promote prevention by participating in the political process, revising favored male status, and objecting to sexist violence and vulnerability/oppression portrayals in the media. A third theory of rape, the physiological theory, is posited on physique, libido, and aggression differences between women and men. Prevention in this theory would focus on changing societal norms and using family educational efforts to redefine appropriate sexual behavior. In each of these three theoretical approaches, a thread of learned behavior is indicated, whether called modeling, education, or new content. But people always have a choice of behavior. In order to prevent rape, all adults, men and women, must stop practices that support rapists' violence toward women, and must teach acceptable behaviors through personal relationships and communication. (NRB)

ED 262 393 CS 008 186

*Rasinski, Timothy V.; DeFord, Diane E.*
Learning within a Classroom Context: First Graders' Conceptions of Literacy.

PUB DATE- Nov 85
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; Childrens Literature; Comparative Analysis; Grade 1; Literacy; Mastery Learning; Primary Education; Reading Achievement; *Reading Instruction; *Reading Research; *Student Attitudes; *Teaching Methods; Writing (Composition); *Writing Instruction

A study was conducted to explore first grade students' conceptions of reading and writing, and how those conceptions may be associated with and influenced by the type of reading instruction they receive. The study was conducted in three separate classrooms, each based upon theoretically different models of literacy learning: (1) a content-centered mastery learning program; (2) a traditional, eclectic, basal reading approach; and (3) a child-centered literature approach. All children were interviewed individually concerning their conceptions of reading and writing. Children's reading achievement levels were also obtained from the teachers. Responses were rated according to the degree to which they were meaning-based or related to the deep structure aspects of language as opposed to the degree to which the responses were letter-sound based or related to surface structure. The results reflected the nature of the classrooms and the children's ability levels. Students' conceptions of reading and writing were highest or most meaning-based in the informal or literature-based classroom. The traditional or basal class students had the middle-level mean score, while mastery learning students had the lowest or most analytical score. When correlated with achievement level, the middle achievers had the lowest reading conception scores and the highest writing conception scores. Both reading and writing achievement scores for the informal classroom tended to decline from low achievers to high achievers. Results suggest that the type of instruction and the context for instruction significantly and quite powerfully affect the way that first grade children perceive literacy and literacy activities, and that this effect changes with the students' achievement level. (HTH)

ED 262 453 EA 017 979

*Zepka, William E.*
Positive School Environment.
PUB DATE- 85
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Denver, CO, March 30-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Support; *Educational Environment; Elementary Education; Elementary School Students; Extracurricular Activities; Organizational Communication; Parent Participation; *School Attitudes; School Buildings; Student Participation; *Student School Relationship; Teacher Participation

The environment or climate of a school is determined by more than its physical characteristics. Among the other factors affecting school environment are the school's philosophy, students, communications, teachers, discipline, parents, support services, issuance of awards, and special programs. A positive school environment can be fostered by establishing a school philosophy stressing that children come first and emphasizing love, pride, and the encouragement of pluralism. Student activities that focus on students' social and emotional growth help support a positive environment. Such activities include student government, student safety patrols, special recognition events, and opportunities for student involvement in school operations. Maintaining awareness of the school's interest in the students and the availability of activities is a primary role of internal communications. Teachers can be involved professionally and socially in efforts to enhance the environment. Finally, parents, parent-teacher organizations, and community supporters can all become active in developing positive attitudes toward the school. (PGD)

ED 262 543 EC 180 252

*Foster, Herbert, L., Ed.*
The Forum, Volume 11, Numbers 1-3, Winter, Spring, Fall, 1985.
**Council for Exceptional Children, Buffalo. New York State Federation of Chapters.**
PUB DATE- 85
NOTE- 92p.
AVAILABLE FROM- The Forum, 582 Baldy Hall, SUNY/Buffalo, Amherst, NY 14260.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software; *Curriculum; *Deafness; *Disabilities; Downs Syndrome; *Elementary Secondary Education; History; Learning Disabilities; Mainstreaming; Mental Health; *Minority Groups; Multiple Disabilities; *Sign Language; *Special Education; *Special Schools; Teacher Education; Theories; Vocational Rehabilitation
IDENTIFIERS- New York

Three issues of the journal for 1985 focus on issues related to special education in New York. The winter issue centers on educating low incidence handicapped children in New York City. Articles address such aspects as special education effectiveness, occupational training centers, centers for multiply handicapped students, hospital schools, early childhood programs for Downs syndrome children, and the role of paraprofessionals. The spring issue presents an analysis of services in New York state for deaf students. Articles touch on such topics as minority deaf students, the use of sign language, vocational rehabilitation, teacher preparation, and metnal health. The fall issue examines special education curriculum and instructional practice in terms of early childhood, learning disabilities, emotional handicaps, reading disabilities, mathematics, secondary level mainstreaming, and software individualization. (CL)

ED 262 215 CE 042 621

Proceedings of the Midwest Research-to-Practice Conference in Adult and Continuing Education (3rd, DeKalb, Illinois, September 27-28, 1984).

**Northern Illinois Univ., De Kalb. Coll. of Continuing Education.**

PUB DATE- Sep 84
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Dropouts; *Adult Education; *Adult Educators; Agency Cooperation; Androgyny; Computer Literacy; Continuing Education; Educational Research; Extension Education; Graduate Study; Higher Education; Illiteracy; Job Satisfaction; Leisure Time; Life Style; Literacy Education; *Locus of Control; Needs Assessment; *Older Adults; Parent Education; Phenomenology; Reading Difficulties; Research Needs; Sex Differences; Staff Development; Stress Management; *Student Motivation; Undergraduate Study
IDENTIFIERS- Phenomenography

These proceedings consist of 28 presentations. They include, in alphabetical order by author, "Data Collection Methods Used to Determine Training Needs of the Organization and the Adult Learner in Business and Industry" (Bart P. Beaudin), "Sex and the Split Brain: Does the Sex of the Mind Matter?" (Anne A. Bowbeer), "Understanding the Anima/Animus or Pursuing the Androgynous Life Style" (Robert D. Boyd, et al.), "Ideologies of Adult Education and the Professions" (Ronald Cervero, et al.), "Phenomenography as a Research Methodology--Applications for Literacy Research" (Roger Allan Clark), "Leisure Activity Participation Frequency and Life Satisfaction among Older Adults: A Function of Household Income and Living Arrangement" (B. Nick Digrino), "Staff Nurse Job Satisfaction as Motivation for Participation in Staff Development Programs" (Lois Sheridan Ellis), "Adult Classroom Locus of Control" (Mary Jane Even), "Participation in Learning Activities by Active Older Adults" (James C. Fisher), "What Can Be Done about Adult Drop Outs?" (Sandra L. Graham), "Regulating Stress in Adults: Implications for Multivariate Research and Practice" (Ronn Johnson), "An Evaluative Study of Student Nurse Learning within Shared and Primary Teaching Models" (Mary Elaine Kiener), "Instructional Models for Older Learners: A Critique of Current Research" (Elizabeth S. Knott), "Grassroots Computer Education: A Study of Computer User Groups" (Laverne Ludden and Roy Weaver), "The Salient Childhood Experiences of Adult High School Non-Completers: The Effect on Their Psychosocial Development" (Larry G. Martin), "Empowerment of Older Adults: Success in Disseminating the Shepherd's Center Model" (Dana C. Maxfield), "A Re-Conceptuelization of Adult Resistance to Change" (Allen Menlo), "Examining a Development Intervention in Process with Operators of Small Farms" (Anselmo Mercado and George L. Carter), "Motivation and Rewards of Adults Pursuing Graduate Degrees" (Peter J. Murk, et al.), "Research on Interagency Cooperation amongst Adult Education Providers: The State of the Art" (Michael J. Offerman), "Determining Intentions to Participate in Continuing Education: A Theory of Reasoned Action" (Brandt W. Pryor), "Teaching Parents to Teach English" (William F. Russell), "Accommodating the Adult Undergraduate" (Debra J. Schaal, et al.), "Reading Strategies of Adults Who Are Poor Readers: A Review of Selected Research and Implications for Practice" (James E. Snoddy), "The Subject-Matter of Adult Education: The Phenomenology of Adult Education as Rigorous Human Science" (Sherman M. Stanage), "Continuing Education for Part-Time Faculty in Higher Education: An Agenda for Research" (Thomas K. Thomas), "Adult Educators and Locus of Control in Teaching" (Elizabeth B. Williams), and "Concepts Crucial to Understanding Nonliterate American Adults" (Bertie Dawes Wood). (YLB)

*Stokes, Joseph; Levin, Ira*
Gender Differences in Predicting Loneliness from Social Network Variables.
PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Group Dynamics; *Group Experience; Higher Education; Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; *Loneliness; *Predictor Variables; *Sex Differences; *Social Networks

Recent research suggesting a link between loneliness and social networks and a difference between males and females in both the quantity and quality of relationships support the view that loneliness can be predicted by gender from social network variables. In one study, two samples were used to explore gender differences. Sample 1, 97 males and 82 females, were undergraduates, most of whom had never married and lived at home. Sample 2, 42 males and 82 females, attended evening classes, were older than 25 years, and lived away from home (65 percent). All respondents completed the Social Network List, the Inventory of Socially Supportive Behaviors, and the Revised UCLA Loneliness Scale. In a second study, 76 male and 67 female undergradute students between the ages of 17 and 46 years completed a demographic information sheet, the Revised UCLA Loneliness Scale, the new social network density measures, and the Millers Topics Inventory. The results showed that social network characteristics, especially density, were consistently better predictors of perceived loneliness for males than for females. Uniformly, males with more highly interconnected, cohesive sets of friends reported less loneliness, while density had little correlation with loneliness in females. These results suggest that males and females may employ different standards in evaluating loneliness, with males using group oriented criteria, and females focusing on dyadic relationships. More research is needed on reciprocity, mutual emotional expressiveness, and nurturance. Such qualities may prove to be better predictors of loneliness for females than for males. (Author/TW)

*Irvine, Freeman R., Jr.; Irvine, Carolyn L.*
Cooperative Education: Its Role and Scope in Vocational Education.
PUB DATE- 10 Oct 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Education; Coordination; Counselor Role; *Educational Benefits; Educational Cooperation; Educational History; Educational Needs; Educational Objectives; Educational Philosophy; Educational Practices; Educational Trends; Foreign Countries; Instructor Coordinators; *Outcomes of Education; Postsecondary Education; School Business Relationship; *School Role; Secondary Education; Teacher Role; Teaching Methods; Trend Analysis; *Vocational Education
IDENTIFIERS- Great Britain; United States

Since 1960, cooperative education has become one of the major curriculum alternatives in American education at both the secondary and postsecondary levels. Among the many factors that have contributed to the popularity of cooperative education as a method of instruction are the following: the establishment of the National Commission for Cooperative Education, which gave cooperative education a national focus and significance; establishment of centers in colleges and universities for the training and development of cooperative personnel; availability of Federal funding for cooperative education programs; expansion of postsecondary-level cooperative education programming in four-year liberal arts colleges and two-year community colleges; and the attention focused in various national studies and reports on the need for greater labor market relevance in education. Cooperative education has been found to be beneficial to students, schools, and cooperating organizations alike. Research has shown that, by coordinating work experience with campus educational programs, cooperative education better prepares students for participation in the labor market, increases their motivation by allowing them to perceive connections between the jobs they hold and material taught at school, helps students develop a greater dependence upon their own judgments, improves their human relations skills, and reduces the number of dropouts. (MN)

ED 262 242 CE 042 657

*Einsiedel, Albert A., Jr.; Taylor, William H.*
Evaluation Study of an Expanded Distance Education System.
PUB DATE- May 85
NOTE- 20p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Adult Education (Montreal, Quebec, May 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Comparative Analysis; *Delivery Systems; *Distance Education; Educational Research; Evaluation Criteria; Foreign Countries; *Government Employees; *Local Government; *Professional Development
IDENTIFIERS- *Alberta

A study was conducted to evaluate alternative methods of delivering professional development programs to local government personnel in Alberta. It consisted of the development of the analysis model, the identification and evaluation of selected alternative delivery systems, and the formulation of recommendations based on the study. Three major criteria were selected for evaluating the delivery alternatives: cost, technical feasibility, and impact on learners. Ten options were evaluated: traditional correspondence; correspondence with access to a tutor; correspondence with seminars; supplementary audio/video; audio teleconferencing; audio teleconferencing supplemented by seminars; teleconferencing with one-way video and two-way audio; computer-assisted learning; extended seminars; and regular, on-campus, classroom instruction. Study results suggested the adoption of relatively "low tech" solutions. Recommendations emphasized the redefinition of the roles of, and relationships among, instructional and community resource persons and the adjustment of the course delivery schedule.

Conclusions suggested that the appropriate delivery alternative depends on several decision criteria, the weights of which vary depending on the limitation of the technologies being considered, the size and location of the clientele, and the cost involved. (YLB)

ED 262 256 CE 042 683

*Gordon, Ruth*
The Effect of Curriculum on Labor Market Success Immediately after High School. Education & Employment. Research for the Practitioner. Research Brief No. 6.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 3p.; For final report, see ED 259 118.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Career Choice; *Education Work Relationship; *Employment Experience; Employment Practices; *Grade Point Average; High Schools; Job Placement; School Business Relationship; School Role; *Secondary School Curriculum; *Vocational Education; Wages

A recent study showed that high school students who are not planning to attend college full time should combine vocational and academic course work to maximize their success in the labor market. In a study of non-college bound youth (based on the High School and Beyond Survey data) that examined the impact of high school curriculum, grades, and performance on standardized tests on labor market success, the following results were found: (1) taking additional vocational courses is associated with only a small reduction in the number of academic courses taken; (2) taking additional vocational courses is strongly associated with success in the labor market immediately after high school; (3) taking additional academic courses is not associated with higher earnings immediately after high school; (4) taking a combination of 16 or more academic and vocational courses during the last three years of school enabled students to have greater labor market success than taking fewer than 10 such courses; and (5) good grade point averages and standardized test scores generally had mixed effects on labor market outcomes. The study concluded that school administrators should stress that for the 30-40 percent of high school graduates who do not attend college full time, the choice of high school curriculum is one of the most important decisions they will make affecting their success in the labor market following graduation. Counselors can help students select the proper balance between academic and vocational subjects to ensure labor market success, and vocational teachers can help students secure jobs. (KC)

ED 262 283 CE 042 726

*West, Russell F.*
Quantitative Approaches to Analyzing the Structure of Continuing Professional Development Networks.
PUB DATE- 8 Nov 85
NOTE- 38p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Network Analysis; *Professional Continuing Education; *Professional Development; *Program Development; *Social Networks

A review of the antecedents of the recent interest in social network analysis makes a case for using network information in mapping professional groups as part of the program planning process. Three major streams of theory and research have converged into a broad multidisciplinary approach to viewing social structure that is termed "network analysis"--the adoption/diffusion tradition, sociometry, and anthropology. A network analyst must first make decisions about the appropriate level of analysis, relational properties, and relational content. The planner is then in a position to begin collecting network information. Three critical considerations pertain to boundary specification, network sampling, and measurement. Three common methods of collecting network information are unobtrusive measures, observational reporting, and the network survey. Collected data must be summarized and interpreted. Network information is generally analyzed in a series of stages, including development of a visual display (sociogram), personal or ego network analysis, clique analysis, and total network analysis. Appendixes include a networks interview schedule and networks questionnaire. (YLB)

*Weidman, John C.; LeMahieu, Paul*
Parent Involvement in Children's Out-of-School Learning: The MAP-AT-HOME Program.
PUB DATE- 27 Aug 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Sociological Association (80th, Washington, DC, August 27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Education; Grammar; *Mathematics Skills; Middle Schools; Parent Attitudes; Parent Education; *Parent Participation; *Parent Student Relationship; Participant Satisfaction; Program Effectiveness; *Reading Skills; *Reinforcement; *Skill Development; Surveys; Writing Skills
IDENTIFIERS- MAP AT HOME Program

A survey was conducted of 125 parents of elementary and middle school children who participated in a parent involvement program in the Pittsburgh Public Schools. These parents were involved in the MAP (Monitoring Achievement in Pittsburgh)-AT-HOME Program, which focuses on helping parents to reinforce student acquisition of mathematics, reading, and grammar/composition skills. A mailed questionnaire collected data about parents' perceptions of the effectiveness of the training activities, how much they used the materials provided to them, and the frequency of participation with their children in other educational activities. Virtually all respondents reported they used the MAP-AT-HOME materials and found them understandable and easy to use and their children enjoyed them. Respondents were enthusiastic about the contributions the program made both to their children's and to their own learning of math and reading. Most frequently cited activities were talking with children about the school day and helping child with worksheet or workbooks. Three important dimensions of parent involvement in their children's out-of-school learning are identified: helping with homework, using home and community resources, and parent-child verbal interaction. Parent involvement was greatest for children in intermediate grades but it did not vary significantly by parents' educational attainment. (YLB)

ED 262 366                                                   CG 018 601

*Goodman-Lezin, Sandra*
The Remarried Family: Variables Affecting Adjustment to Stepmothering.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Family Relationship; *Life Satisfaction; Marital Satisfaction; *Mothers; Parent Child Relationship; Predictor Variables; Remarriage; *Stepfamily; *Well Being

Despite the increase in the numbers of remarried families, little research has examined interpersonal relationships within these stepfamilies. Interpersonal and family systems variables which may contribute to stepmothers' satisfaction were examined in 65 part- and full-time stepmothers aged 22-27 and in 65 stepchildren aged 10-16. Eleven instruments were used to determine: (1) the extent to which the stepmother had achieved healthy differentiation from her family of origin; (2) marital satisfaction; (3) the amount of conflict existing between the biological parents; (4) the extent to which the biological father invested the stepmother with parental responsibilites; (5) the degree of other life stress experienced by the stepmother; (6) the amount of conflict in the stepmother-stepchild relationship as perceived by the stepchild; and (7) the stepchild's adjustment to the biological parents' divorce. Results of the multiple regression analyses revealed that the group of predictor variables was significantly related to both indices of adjustment, satisfaction with role, and general well-being. The extent to which the biological father invested the stepmother with parental responsibilities and thereby created a parental unit was the most powerful predictor of stepmother satisfaction. The amount of conflict in the stepmother-stepchild relationship also had a significant effect on satisfaction with the stepmother role. Specific aspects of differentiation from family of origin relating to autonomy, intergenerational boundary definition, and mutuality were found to play a salient role in stepmother's adjustment. (Author/NRB)

*Harker, W. John*

Reader Response and the Verbal Icon: Implications for English Education.

PUB DATE- Nov 84
NOTE- 7p.; Originally prepared as a working paper for the International Federation for the Teaching of English Invitational Seminar (Michigan State University, East Lansing, November 11-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English Instruction; Higher Education; *Literary Criticism; Literary Devices; *Literature Appreciation; *Reader Response; *Reader Text Relationship; Reading Processes; *Teacher Role

During the past 15 years, a fundamental change has taken place in literary criticism, with a decline in New Criticism (literature viewed as a public object) and an increase in reader response criticism (literature viewed as a private experience). New Critics considered the meaning of a literary text to exist within the text as an independent and objective entity that was to be extracted by the reader. For the reader response critic, literary texts are meaningful not through their textual structure, but rather through the minds of readers, acting on them to produce meaning. As the role of the reader has shifted, so has the function of criticism. Since meaning is construed as a private event that happens to readers as they interact with the text, the critic's role has evolved toward describing the process by which this meaning is constructed in the reader's mind. Teachers can do a great deal to enrich and develop the reader's response. They can teach students that literary texts have a degree of autonomy, but that it is only by bringing what students already know as readers about the terminology of literature to these texts that new and more comprehensive formulations of their meanings will be derived and the process of literary education will be furthered. (HOD)

ED 262 468 EA 018 000

*Chism, Nancy Van Note*

The Knowledge That Teachers Value: Findings from a Case Study.

PUB DATE- Apr 85
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Education; Elementary School Teachers; *Faculty Development; Information Needs; Information Sources; Inservice Teacher Education; Interprofessional Relationship; *Teacher Attitudes; *Teaching (Occupation); Teaching Experience; Values
IDENTIFIERS- *Knowledge; *Teacher Knowledge

This paper draws on data from a larger case study of teacher development to identify what knowledge teachers value most highly in their professional development. The study found that teachers appraise the sources of knowledge available to them through formal, informal, and personal means according to three main criteria: relevance, capacity for involving active engagement, and utility. In general, the teachers found that formal inservice education was less likely than informal collegial exchange or private inquiry to offer opportunities for knowledge that met these criteria. Among the teachers, however, there existed variation in motivation, locus of control, and capacity to process and apply knowledge that influenced the strictness with which individual teachers applied the criteria to assess prospective opportunities for learning. The study concludes that staff developers who respect the criteria that teachers hold for judging the value of knowledge and who assume that it is a professional function of the teacher to create as well as to use knowledge are likely to be highly effective in fostering teacher growth. (Author)

ED 262 497 EC 180 905

*Feldhusen, John*

Alternatives for In-School Programming Designed to Meet the Cognitive and Affective Needs of Gifted Adolescents.

PUB DATE- 1 Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Educational Needs; Elementary Secondary Education; *Gifted; Nontraditional Education; Talent

Gifted and talented adolescents have special educational and personal needs which call for special adaptations and supplements to the typical school program. A variety of services including counseling, advanced classes, college-level courses, seminars allowing for guided research on a topic of interest, exposure to the arts, opportunities for foreign language study, mentors, and identification and nurturance of vocational talents are suggested to meet those needs at the elementary, middle school and high school level. An individualized growth plan is also recommended to facilitate the matching of individual student needs with available services in school and in the community. A comprehensive model of services for gifted and talented secondary students is also presented, with suggestions in 11 areas, including advanced placement classes, math acceleration, and extra school learning and cultural experiences. (CL)

ED 262 512 EC 180 920

*Runions, Ted; Smyth, Elizabeth*
Mentorships for the Gifted and Talented. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children. Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted
Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Information Analysis/State-of-the-Art
Materials - ERIC Information Analysis Products (071)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; *Gifted; *Mentors;
Program Development; *Talent
IDENTIFIERS- ERIC Digests

The digest considers the operation and function of mentorships in gifted and talented education. Defined as learning partnerships between two or more individuals regarding a mutual interest, mentorships are designed to differentiate the curriculum through such means as creating opportunities for learner access to professional expertise in the community, offering real-life experiences, establising a network of community resource people, and providing leadership opportunities through tutoring between and among elementary and secondary school students. Organization is reviewed for formal (such as enrichment components of regular courses) as well as informal processes. Suggestions are offered for initiating the program, including orientation of all parties to their redefined roles and development of self-directed learning skills. A brief list of resources on the topic concludes the digest. (CL)

*Blum, Marlene W.*
Parents of Gifted Children. 1985 Digest and A Minibibliography on Readings for Parents and Teachers of Gifted Children.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 5p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Parent Associations; Parent Child Relationship; *Parent Role; Talent Identification
IDENTIFIERS- ERIC Digests

The digest addresses concerns of parents of gifted children. An initial section recaps ways in which gifted children are identified. The next section examines ways in which parents can encourage gifted children at home (through such avenues as permitting ample time for thinking and daydreaming and assigning household tasks that coincide with interests). Additional questions are answered regarding underachievement, types of programs available in the schools, and the role of parent associations. Six national associations for the gifted are listed, as are resources related to parental concerns. Accompanying the digest is a minibibliography of 12 readings for parents and teachers of gifted students. (CL)

ED 262 408 CS 209 270

*Walshe, R. D., Ed.*
Writing Teaching and the Word Processor. A Computer Discussion Paper.
**Primary English Teaching Association, Rozelle (Australia).**
PUB DATE- 84
NOTE- 10p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($1.00, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Elementary Education; Language Arts; Learning Disabilities; Personal Narratives; *Teaching Methods; *Word Processing; *Writing Instruction; Writing Skills

Designed for use by elementary school teachers, this discussion paper discusses the use of the word processor in the teaching of writing. The paper examines both the positive and negative aspects of computer use. After comparing the writing process with the problem solving process, the newsletter provides articles relating teachers' experiences with the word processor and various computer programs. (HOD)

ED 262 483 EA 018 051

*Perryman, Gerald; And Others*
Professional Negotiations in the Washington State Community Colleges: A Database and Process.
**JPL Associates, Yakima, WA.**
PUB DATE- 85
NOTE- 80p.
AVAILABLE FROM- Publication Sales, JPL Associates, 211 North 32nd Avenue, Yakima, WA 98902 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Collective Bargaining; Community Colleges; *Employer Employee Relationship; Faculty College Relationship; *Labor Legislation; *Labor Relations; Models; *Negotiation Agreements; Postsecondary Education; Strikes; Unions
IDENTIFIERS- Washington

This study provides background information and recommendations for administrators pertaining to collective bargaining in the Washington State Community College System. It begins with a brief overview of the history of the laws and statutes relating to negotiations in the community colleges of Washington, followed by an inventory of the contents and the range of language in the current negotiated agreements. Thereafter, a team management bargaining model is proposed for a broad range of administrative participation in labor relations and negotiations. This involvement entails formal and informal input from administrators as well as full participation of the district negotiating team. In the implementation of this model, the first-line administrators will play a major role in shaping the administrative proposals and subsequent counterproposals; in addition, these administrators will receive intensive inservice training in administering the resulting contract. The final chapter provides recommendations for development of strike plans should the bargaining process fail to resolve contractual disputes. A glossary of collective bargaining terms is included. (TE)

ED 262 173 CE 042 528

*Walk, Mary H.*
Validation and Development of Competencies for Meeting Planners. Final Report.
**Saint Louis Community Coll. at Forest Park, Mo.**
SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
PUB DATE- 6 Jun 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competence; *Competency Based Education; Curriculum Development; Educational Needs; *Entry Workers; *Hospitality Occupations; *Job Skills; *Meetings; Occupational Information; Planning; Postsecondary Education; Vocational Education

A study was conducted to determine the entry-level requirements for meeting planners. The study benefited from the definition of the body of knowledge that had already been done for a professional meeting planner certificate by the Association of Professional Meeting Planners International. To document the competencies needed for an entry-level position and to understand the needs of the community, a survey was sent to the 204 members of the St. Louis Association of Meeting Planners International; 74 replied. The project accomplished a definite ranking of skills that are important for a person beginning a career in meeting planning in the St. Louis area. The study showed that writing and communications skills are critical, that travel/onsite skills need to be taught, and that accounting and office procedures, including marketing, need to be understood. Some of the skills are clearly academic, while the technical skills are closely related to the operations of a hotel and banquet center or conference center. From this study, the research coordinator created a job description of an entry-level meeting planner and a list of the rankings of skills. Differences of opinion among survey respondents were also discussed. (KC)

ED 262 187 CE 042 555

*Matkin, Gary W.*
Course Budgeting: Balancing Rewards and Risks.
PUB DATE- 6 Nov 85
NOTE- 15p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Budgeting; *Continuing Education; *Cost Effectiveness; Cost Estimates; *Educational Benefits; Educational Finance; Educational Planning; Financial Support; Money Management; Postsecondary Education; *Program Costs; Resource Allocation; *Risk

Continuing education programmers must be risk takers; however, they should not be gamblers. The most successful of them are able to estimate a balance between potential rewards and risks, taking chances when the odds are favorable. Although it is essential that course planners balance potential financial rewards and risks, it is important to bear in mind that other nonfinancial rewards, particularly those related to reputation-related concerns, must not be forgotten. Once the programmer is ready to balance the financial rewards and risks of offering a particular course, the following factors should be considered: cost and value of programmer time, opportunity costs, sunk costs, enrollment probabilities, and up-side versus down-side potential. Each of these factors can be considered together with the others to arrive at a reward/risk index for the contemplated course, which will allow a planner to compare the course with other potential offerings. Finally, the potential risks of comtemplated courses can be shared in several ways: through shifts between fixed and variable costs, through joint decision-making efforts that allow risk to be shared between programmers and their superiors, and through a "portfolio management" approach that spreads risks among several courses rather than accounting on an individual-course basis. (MN)

ED 262 202 CE 042 583

# Education and Training after Basic Schooling.

**Organisation for Economic Cooperation and Development, Paris (France).**
REPORT NO.- ISBN-92-64-12742-9
PUB DATE- 85
NOTE- 134p.
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, DC 20006-4582 ($16.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Articulation (Education); Comparative Analysis; Curriculum; *Educational Policy; *Educational Practices; Educational Trends; Education Work Relationship; *Foreign Countries; General Education; Postsecondary Education; Program Content; School Role; Secondary Education; *Training Methods; Trend Analysis; Vocational Education; Work Experience Programs; *Youth Programs

Various factors, including an increase in the standard of living of the population throughout the Western industralized countries, the need for better-qualified workers, and the necessity of providing alternatives to unemployment for young people, have led to increased demands for training courses provided immediately after compulsory schooling. Governments and the private sector alike have responded to this demand by developing new education, training, and work experience programs aimed at youth between the ages of 16 and 19 and by introducing changes in the organization and objectives of upper-secondary education, including general, technical, and vocational courses. Although the increasing number of new programs for youth is a promising sign, the lack of coordination among the different types of services available have created a number of new problems for planners and policymakers, employers, and the youth themselves. Problems exist in the areas of articulation, dissemination of information concerning available program options, assessment, credentials, and the transition to employment. Included among those areas that demand particular attention by policymakers are the following: (1) expansion of opportunities for disadvantaged youth, (2) reforms to encourage increased participation of females in nontraditional occupations and in such nontraditional training programs as apprenticeships, and (3) resolution of the persisting discontinuities among general, technical, and vocational education. (MN)

ED 262 270 CE 042 706

*Hamilton, James B.; And Others*
Ohio Vocational Education-University Linkages.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Apr 85
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); College Role; Cooperative Planning; Coordination; Curriculum Development; Delivery Systems; Educational Cooperation; Educational Policy; Evaluation Criteria; Information Dissemination; *Linking Agents; Models; Needs Assessment; *Policy Formation; Postsecondary Education; Questionnaires; Research and Development; School Role; Secondary Education; State Departments of Education; State Surveys; *Statewide Planning; Teacher Certification; Teacher Education; Teacher Evaluation; Teacher Supervision; Universities; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Ohio

A study was conducted to develop a model to strengthen the linkages between appropriate Ohio universities and the Ohio Department of Education, State Division of Vocational and Career Education (SDVE). Alternative delivery patterns were reviewed, and appropriate vocational education-university linkage factors were identified. Next, three workable models for improving such linkages were developed, and a composite model was formulated from the three recommended for implementation. Included in the composite model were strategies for delivering the following basic services: preservice education of nonvocational teacher education-degreed persons; supervision of new vocational personnel; pedagogical, technological, and informational update; skills testing; curriculum development and dissemination; and research and development. It was recommended that the Ohio SDVE do the following: establish a transition period of at least 1 year before requiring implementation of the model, give teacher educators an important role in the implementation activities, consider some incentives to ensure the commitment of universities in the State to the proposed activities, contact other States that have reorganized their vocational education-university linkage relationships, and designate at least 50 percent of one SDVE staff person's time to maintain the linkage relationship with universities. (Appendixes to this report contain a list of advisory panel members, model rating criteria, and descriptions of the original three models.) (MN)

ED 262 311 CG 018 546

*Langenthal, Stuart F.*

School Psychology Consultation: A Successful Model for the Non-Public School.

PUB DATE- 85
NOTE- 106p.; Ed.D. Practicum, Nova University. Some appendices may be marginally reproducible because of faint type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Consultation Programs; Counselor Role; Educational Assessment; Elementary Education; *Models; *Private Schools; *Program Evaluation; Psychological Services; *School Psychologists

This report describes a model which was implemented in Broward County, Florida for the provision of psychological services in non-public schools. The major goals of the model are identified: (1) to increase teachers' awareness of types of academic/behavioral difficulties in need of assessment; (2) to increase parents' awareness of available services; (3) to provide evaluations of 14 youngsters; and (4) to provide follow-up consultation. The problems faced by private schools, especially the need for student assessments, are discussed, and a literature review traces the trends in school psychology over the years. Program evaluation is described and two types of evaluation data, enumerative and process, are explained. A consultation model of school psychology is outlined and a step-by-step assessment paradigm is reviewed. The results, conclusions, and recommendations of the program are discussed. The appendices contain needs assessment forms and data tables, an evaluation of objectives chart, a summary of enumerative data, and a dissemination package for school psychology consultation. (BL)

ED 262 353 CG 018 588

Fleming, James S.; And Others
Sex Differences in Role Patterns of College Students.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; College Students; Higher Education; *Individual Activities; *Sex Differences; *Sex Role
IDENTIFIERS- *Activities Inventory

Much of the sex role research published in the late seventies was concerned with measuring masculinity and femininity, based on stereotyped trait ratings using tests like the Bem Sex Role Inventory or the Personal Attributes Questionnaire. In response to the need for a wider variety of measures, the Activities Inventory (AI), a checklist of everyday behaviors in which college students might be expected to engage, was developed. Based on initial responses to this instrument, a revised version, the AI-2, was developed as an 80-item inventory with a five-point step scale of frequencies format. The AI-2 was administered to 124 female and 75 male college students. A comparison of factors determined separately by sex revealed seven similar factors. Reliable scales were formed by summation of items matched on both factors: Relating to Significant Other, Religiosity, Personal Care, Home Care, Fixit Person, Sports Involvement, and Scholastic Activities. Three factors (Relating to Significant Other, Religiosity, and Home Care) previously reported for a female sample (Fleming, 1984) were replicated for both sexes. Based on sex differences in means, four of the behavior scales (Personal Care, Home Care, Fixit Person, Sports Involvement) appear promising as sex roles scales based on perceived behavior frequencies. (Four data tables are included.) (Author/NRB)

ED 262 380 CS 008 167

*Pittelman, Susan D.; And Others*

An Investigation of Two Instructional Settings in the Use of Semantic Mapping with Poor Readers. Program Report 85-4.

**Wisconsin Center for Education Research, Madison.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Sep 85

NOTE- 38p.; A report from the Program on Classroom Processes: Skill Development--Language Arts.

GRANT- NIE-G-84-0008

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Grade 4; Grouping (Instructional Purposes); *Heterogeneous Grouping; *Homogeneous Grouping; Intermediate Grades; *Reading Instruction; *Reading Research; Semantics; *Small Group Instruction; *Vocabulary Development; Vocabulary Skills

IDENTIFIERS- *Semantic Mapping

A study investigated whether semantic mapping is more effective for poor readers instructed in a small group of poor readers or in a class of students with mixed reading abilities. Students in five fourth-grade classes served as the control, receiving no semantic mapping instruction. Subjects, 39 fourth-grade poor readers, were presented semantic mapping instruction in two of the three daily lessons, once in a small group (poor readers only) and once in a large group (whole class). On each day, eight target vocabulary words pertaining to one of three specific topics (water, stores, or Olympics) were introduced. On the third day, subjects received no instruction but were tested on the vocabulary pertaining to the third topic. One and a half weeks following completion of treatment the twenty-four item vocabulary test that had been administered seven weeks prior to treatment was given again. Analysis of daily test performance, as well as pre- to posttreatment gain scores, indicated that there were no significant differences between poor readers' performance after small group instruction and their performance after large group instruction. Poor readers who received semantic mapping instruction had significantly higher pretest to posttest gain scores than did students in the heterogeneously grouped outside control classes. This finding lends further support to the effectiveness of semantic mapping as an instructional strategy for vocabulary development. (EL)

ED 262 439 CS 505 066

Rolandelli, David R.; And Others
Children's Auditory and Visual Processing of Narrated and Nonnarrated Television Programming.
PUB DATE- May 85
NOTE- 36p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; *Aural Learning; Children; Comparative Analysis; *Learning Modalities; Listening Comprehension; Mass Media Effects; Narration; Primary Education; *Television Research; *Television Viewing; *Visual Learning

A study was conducted to (1) examine children's visual and auditory attention to, and comprehension of, narrated and nonnarrated versions of two television programs, and (2) test a measure of auditory attention in relation to visual attention and to comprehension of information presented with or without narration. Subjects, 117 five- and seven-year old boys and girls, were presented with a narrated and nonnarrated version of animated stories during which they could push a lever to restore auditory clarity when the soundtrack was periodically degraded. Children's restore responses and visual fixations were recorded. After viewing, the subjects completed a comprehension test to assess auditory and visual comprehension. The results indicated that narration significantly enhanced visual attention and comprehension of visual, auditory, and inferential information. No effect of narration was found for auditory attention. Older children had significantly higher scores than younger children on auditory attention and on visual, auditory, and inferential comprehension. No age effect was found for visual attention. Partial validation of the auditory attention measure was found with the correlational analyses. Auditory attention predicted recall of auditory information better than visual information, while visual attention predicted the reverse pattern when the program was narrated. The study concluded that children monitored the auditory component of television to direct visual attention to central information, as well as to process auditory, especially verbal, content. (Tables of data are included.) (Author/HTH)

*Flygare, Thomas J.*
Who Runs the Schools: Judges or Educators?
PUB DATE- Dec 84
NOTE- 12p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (30th, Williamsburg, VA, December 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Role; Civil Rights Legislation; *Constitutional Law; *Court Litigation; Due Process; Elementary Secondary Education; Freedom of Speech; *Government School Relationship; Legal Responsibility; School District Autonomy; *School Law; Student Rights; Teacher Rights
IDENTIFIERS- Bill of Rights; Brown v Board of Education; Pickering v Board of Education; *Supreme Court

This paper argues that courts have tended to identify and enforce individual rights at the expense, in many instances, of the ability of school boards and legislatures to carry out what they perceive to be the will of the majority of voters in their jurisdictions. The trend emphasizing individual rights began in 1954 with the Supreme Court decision in "Brown v. Board of Education" that upheld the rights of minorities over the will of the majority with respect to school segregation. Other pivotal Supreme Court decisions and acts of Congress that furthered this trend are discussed, including the Civil Rights Act of 1964; "Pickering v. Board of Education" (free speech for teachers on issues of public interest); "Tinker v. Board of Education" (students' right to nondisruptive free expression), legislation against discrimination on the basis of sex or handicap; and two 1975 Supreme Court decisions protecting students' constitutional rights against school boards. Starting in the mid-1970's, however, the Supreme Court shifted toward a position more supportive of the rights of elected officials to act in the best interests of the majority. Supreme Court decisions indicative of this trend are discussed, including limitations on procedural due process rights, a shift in burden of proof to the plaintiff in discrimination cases, and other cases supporting school officials' prerogatives over individual rights. The paper concludes by warning that school officials should not abuse their newfound judicial support. (TE)

ED 262 544 EC 180 953

*Radich, Carol Ann*
A Study of the Effectiveness of the Teacher Checklist for Screening Kindergarten and First Grade Gifted Candidates in Predicting Gifted Potential.
PUB DATE- May 81
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Gifted; Intelligence Quotient; Prediction; Primary Education; *Screening Tests; *Talent Identification

This study was designed to assess the effectiveness of the Teacher Checklist For Screening Kindergarten and First Grade Gifted Candidates in predicting gifted potential, i.e., a Wechsler Intelligence Scale for Children-Revised (WISC-R) IQ score of 130 or above. The instrument is currently used to pre-screen kindergarten and first grade children before being given the WISC-R, a requirement for admission to LEEP (Learning Enrichment Experiences Program). A total of 38 Ss, 19 per group, were included in the study. Two dichotomous groups based on WISC-R IQ scores were used: 100-124 and 131-152. The null hypothesis, i.e., no relationship exists between checklist items and IQ scores, was tested using phi-coefficient and chi-square. Results indicated no significant relationship between any checklist item and IQ score and no significant relationship between number of items checked by teachers and IQ scores. However, the instrument as a whole appears able to identify children with gifted potential over 50% of the time which is respectable in view of the children's young age and higher number of expected false positives. (Author/CL)

ED 262 229 CE 042 641

*Hill, Ann Marie; Bragg, Debra D.*

The Impact of Day-Care Services on the Education of Secondary and Adult Students in Ohio.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Ohio State Dept. of Education, Columbus.

PUB DATE- 85

NOTE- 139p.; This publication was prepared pursuant to a contract with the Gallia-Jackson-Vinton County Joint Vocational School on a grant from the Home Economics Section of the Ohio Department of Education.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Persistence; Adult Education; Adult Students; Attendance; *Day Care; *Dropout Prevention; *Early Parenthood; *Females; Grade Point Average; High School Equivalency Programs; High School Students; *Program Effectiveness; Secondary Education; State Programs; Statewide Planning; Youth Problems

IDENTIFIERS- *Ohio

The incidence of pregnancy among young teenagers has increased dramatically in the past several decades. Young single mothers are much more likely than others to leave school before graduation and to be unemployed and poor. This study was conducted to identify differences in completion, school attendance rates, and grades for secondary and adult students who received day-care services for their children compared to those who did not. Data were gathered from four day-care sites in Akron, Cleveland, Cincinnati, and Dayton. (Data from two other sites were not usable.) A total of 145 secondary and adult students were provided with day care for their children and 145 were not. The study found that attendance rates and grade point averages (GPAs) for students using day care were similar to the attendance rates and GPAs of those who did not. In general, attendance was higher for high school students than for adults. Nearly three-fourths of secondary students who had children in day care completed courses or graduated, compared to only two-fifths of secondary students whose children were not in day care. While one-third of adults with children in day care completed courses or high school equivalency degrees, only approximately one-tenth of the adult comparison group did so. Recommendations were made to the Home Economics Section staff of the Ohio Division of Vocational Education and to local coordinators of day-care programs for program improvement. (KC)

ED 262 297 CE 042 746

*Miller, Lucy Heim*
Reformation and Resistance in American Nursing Education.
PUB DATE- 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Development; *Educational Policy; Employment Qualifications; Higher Education; *Nursing; *Nursing Education; *Policy Formation; Power Structure
IDENTIFIERS- *Reform Efforts; Resistance to Change

The American Nurses' Association's "First Position on Nursing" (1965), one instance of attempted reformation in American nursing education, recommends that nursing education should take place in institutions of higher education. Failures of this suggested reform seem to relate directly to the reform's incongruence with the continued or increased power of an elite in the health-illness industry. An active manipulative/oppressive process by the elite can be posited as a major strand in the web of American nursing education and its reformation. Medicine and hospital administration can be defined as elites as can those nurses who formulated the report. Professional journal coverage shows that hospital administration exhibited no scruples about being an oppressive elite and nursing divided into militant groups of defenders of all existing forms of nursing education. As soon as nursing leaders and their constituency divided into separate strata, other unified groups (hospital administrators, physicians) were able to dominate more easily. One implication for nursing education policy is that the likelihood of successfully combatting medicine and hospital administration hinges on power parity. To achieve parity nursing should base its power in numbers or in equality of credentials. Other implications are teaching students nursing history and enlisting allies. (YLB)

ED 262 325 CG 018 560

*Mitchell, Roger E.*
Designing and Evaluating Social Support Interventions: New Dimensions for Consideration.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultation Programs; *Helping Relationship; *Intervention; *Program Evaluation; *Social Networks; *Social Support Groups
IDENTIFIERS- *Caregivers

As research on social support and informal helping has increased, there have been more calls for consultation efforts that might strengthen informal helping networks. Many support-oriented consultation interventions attempt to bolster informal helping systems by modifying informal caregivers' attitudes toward their helping role, building their helping skills, and/or altering the structure of their network ties. A review of work on consultation efforts with informal caregivers from an ecological perspective suggests five issues deserving more attention in the planning and evaluation of support-oriented interventions: (1) whether intervention efforts introduce changes in the types of people helped by informal caregivers; (2) whether intervention efforts change informal caregivers' relationships with other network members who might be potential caregivers; (3) the costs and consequences to the caregiver, and ways to minimize the costs of assuming a caregiving role; (4) the influence of the social context on the maintenance of change in informal caregivers' actions; and (5) determining which forms of collaboration have the most beneficial impact on both the formal and informal caregiving systems. As researchers continue to conduct research in the community on such support efforts, they should increase their effectiveness as advocates for programs which strengthen natural helping systems. (NRB)

ED 262 339 CG 018 574

*Zeldow, Peter B.; And Others*

Masculinity, Femininity, and Psychosocial Adjustment in Medical Students: Two-Year Follow-Up.

SPONS. AGENCY- Chicago Community Trust, Ill.
PUB DATE- Aug 85
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Depression (Psychology); Drinking; Drug Abuse; Followup Studies; Higher Education; Interpersonal Competence; Medical Education; *Medical Students; *Personality Traits; *Predictor Variables; Self Esteem; *Social Adjustment; Student Attitudes
IDENTIFIERS- Alcohol Abuse; *Femininity; *Masculinity; Substance Abuse

Although research on masculinity and femininity has increased over the past decade, longitudinal studies addressing predictive elements are lacking. The Rush Medical College Longitudinal Study examines the correlation between masculinity and femininity on the one hand and adjustment, interpersonal functioning, and impairment on the other. During orientation, 67 male and 32 female first-year medical students completed the Personality Attributes Questionnaire and 21 months later also completed measures of psychological well-being, interpersonal functioning, humanistic attitudes toward patient care, and alcohol consumption. Hierarchical multiple regression analyses with interaction terms revealed main effects of masculinity on self-esteem, extroversion, and confidence, and main effects of femininity on hedonic capacity, interpersonal satisfaction, sharing of personal problems, and alcohol consumption. Measures of impaired mood and alcohol and drug impairment were also studied in relation to masculinity and femininity. Both variables contributed to the prediction of depressed mood; femininity also contributed to the prediction of drug impairment. Neither scale has sufficient sensitivity or specificity to be used by itself as a test of impairment. Further study is needed to measure the precise relationship among low femininity, low hedonic capacity, and high potential for substance abuse. (Six data tables are included.) (Author/TW)

ED 262 394 CS 008 187

*Lazarus, Peggy*
The Relationship of Oral Language Features to Reading Achievement.
PUB DATE- 85
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Comparative Analysis; Elementary Education; Kindergarten; *Language Acquisition; Language Skills; Language Usage; *Oral Language; *Reading Achievement; *Reading Research
IDENTIFIERS- *Linguistic Awareness

To gain more information about the language awareness of young children, a study examined the relationship between 14 middle class kindergarten children's oral language and their reading achievement in third, fourth, and fifth grades. Individual children's ranks on 61 oral language features derived from a previous microethnography were compared to their ranks on the California Test of Basic Skills and their Reading Miscue Inventory scores using Kendall correlation coefficients and multiple regression equations. The language features included language awareness indices as well as pragmatic, functional features during classroom activities. The analysis revealed several oral language features had positive though not usually significant correlations with fourth and fifth (but not third) grade reading measures and their contributions to the variance in the multiple regression equations were generally substantial. The trend toward a positive relationship of these features with later reading measures was consistent. Metalinguistic awareness (print awareness and offering or requesting definitions or etymologies), correcting self or others' behavior or positions, and the use of the interactive functions of language across whole sessions and within specific activities that were not teacher directed were the oral language features that presaged later reading achievement. (HOD)

ED 262 409 CS 209 271

*Moore, Tony*
Children, Teachers and Computers. P.E.N. (Primary English Notes) 45.
**Primary English Teaching Association, Rozelle (Australia).**
PUB DATE- Jul 84
NOTE- 9p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($0.75, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Courseware; Databases; *Definitions; Educational Games; Elementary Education; Evaluation Criteria; *Language Arts; *Microcomputers; Word Processing
IDENTIFIERS- *Computer Uses in Education; Software Evaluation

The purpose of this focused newsletter is to give teachers who know little or nothing of computers some background on which to base further investigation and decisions. It begins by explaining what a computer is and defining such terms as software, hardware, memory, input/output devices, and disk drive. The newsletter then outlines four major uses for computers in schools: (1) in administration, (2) in computer literacy and computer studies, (3) in computer assisted learning (drill and practice, tutorial programs, curriculum oriented games, simulations, and logic and problem solving games), and (4) as a tool for word processing, data bases, programing with Logo, and creating word puzzles. As a supplement to the newsletter, a checklist of criteria for the selection and evaluation of software is included. (HOD)

*Kellogg, Ronald T.*
Cognitive Strategies in Writing. Working Paper No. 2.
**Missouri Univ., Rolla.**
PUB DATE- Nov 84
NOTE- 42p.; Paper based on a presentation at the Annual Meeting of the Psychonomic Society (San Antonio, TX, November 1-3, 1984). Report prepared in the Department of Psychology.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; College Faculty; Higher Education; *Outlining (Discourse); Persuasive Discourse; *Prewriting; Protocol Analysis; Technical Writing; Writing Evaluation; Writing Improvement; *Writing Processes; *Writing Research

A study was conducted to determine the efficacy of two prewriting strategies--outlines and rough, rather than polished, first drafts--in lessening the writer's workload. Eighteen college students were assigned a persuasive business letter writing task in control, outline, rough first draft, and polished first draft conditions. The letters were judged on language usage, coherency, idea development, effectiveness, and mechanics. Any benefits from the outlines and rough drafts presumably would be evident in the letters. Subjects were also trained in directed introspection, in which they identified their thoughts during writing as best fitting one of four categories: planning, translating, reviewing, or other. The results of the letter writing task analysis and the introspection training indicated that use of written outlines increased the time spent translating ideas into text and improved the quality of letter, but failed to effect overall writing efficiency. The use of rough versus polished drafts affected when the students revised their work, but had no effect on quality or efficiency. A subsequent survey of science and engineering faculty supported these laboratory results. Academic writers who reported frequent use of outlines during prewriting also tended to use polished drafts. However, their use of a polished draft strategy had no consequences for their productivity. (Author/HTH)

ED 262 469 EA 018 001

*Chism, Nancy Van Note*
The Place of Peer Interaction in Teacher Development: Findings from a Case Study.
PUB DATE- Apr 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary School Teachers; *Faculty Development; Informal Organization; *Interprofessional Relationship; *Peer Influence; *Peer Relationship; Teaching (Occupation)

This paper reports on work done as a part of a broader case study on conditions influencing staff development in an elementary school setting. It found that although teachers universally emphasized the importance of peer interaction in their development, their descriptions of the actual interactions in which they took part were modest in scope. Furthermore, observed instances of such interactions during the year under study were not frequent. Like many other opporunities for professional development, peer interaction in the setting was low, constrained by such organizational arrangements as time and the physical layout of classrooms, and by norms supporting self-sufficiency, privacy, and noninterference. However, peer interaction that did occur--including imitation, exchanges concerning role expectations, background information on students, and advice on particular problems--did constitute a source of informal interaction that is not often highlighted in the literature. Furthermore, findings from a "natural experiment" in the case, occasioned by a change in administrative support for teacher development between the year under study and the previous year, suggest that enhanced opportunities for peer interaction are possible and effective within conventional school settings. (Author)

*Baskin, Barbara; Harris, Karen H.*
Reading for the Gifted. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Beginning Reading; Childrens Literature; *Gifted; *Reading Instruction; Reading Materials; Reading Material Selection; Reading Strategies
IDENTIFIERS- ERIC DIgests

The importance of reading in curriculum for gifted students is emphasized in the digest which also examines reading curriculum strategies. Highly able readers are seen to have needs for specific assistance in developing more complex skills in choosing books and materials for particular purposes, and in applying learning to real-life problems. Components of superior reading curricula should include language-related strategies, context-related strategies, meaning-related strategies, and reasoning-related strategies. The types of books which present complex concepts in interesting and unusual ways are advocated as particularly valuable for gifted youth. It is further suggested that books for gifted readers be judged on the quality of language, substantiveness of content, and complexity of structure. The potential benefit of carefully chosen and applied software in the reading curriculum is noted. (CL)

ED 262 528 EC 180 936

*Bachrach, Leona L.*
Slogans and Euphemisms: The Functions of Semantics in Mental Health and Mental Retardation Care.
**Texas Univ., Austin. Hogg Foundation for Mental Health.**
SPONS. AGENCY- Texas State Dept. of Mental Health and Mental Retardation, Austin.
PUB DATE- 85
NOTE- 40p.; An address delivered in Austin, Texas, October 22, 1984.
AVAILABLE FROM- Hogg Foundation for Mental Health, P.O. Box 7998, Austin, TX 78713-7998 ($0.60).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Definitions; *Deinstitutionalization (of Disabled); *Mental Disorders; *Mental Retardation; *Semantics

The paper examines the way in which semantics relates to policies of deinstitutionalization of persons with mental illness and mental retardation. Different understandings of common terms in the field are illustrated and it is suggested that the government plays many games, both number games and word games, in dealing with homeless people, migrant workers, and mentally ill persons. Once the existence of illness is denied, so too is the need for special services for that population. Semantic games may impair the ability to think clearly because the terms are so vague or because catchwords, euphemisms, and metaphors minimize the complexity of the problms we need to resolve. The semantics of five key terms are examined: least restrictive alternatives, young adult chronic patients, deinstitutionalization, community, and asylum. Finally, the importance of a renewed commitment to the mentally disabled is stressed, as is the need to educate oneself to understand the power of words. (CL)

ED 262 159 CE 042 360

Work and General Education.

**United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.**

PUB DATE- 85

NOTE- 61p.; Report of the APEID Planning and Review Meeting on Work as an Integral Part of General Education, Hanoi, Vietnam, October 18-25, 1984.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Developing Nations; *Economic Development; Elementary Secondary Education; Foreign Countries; *General Education; *Labor Force Development; Secondary Education; *Vocational Education; *Work Experience Programs

IDENTIFIERS- *Asia Pacific Region; India; Indonesia; Philippines; Thailand; Vietnam

Presentations and other materials are provided from the Asia and the Pacific Programme of Educational Innovation for Development (APEID) Planning and Review Meeting on Work as an Integral Part of General Education. The focus is on how education, through an orientation to work, could help to decrease the gravity of the problems of population growth, often resulting in unemployment and diminishing resources. Chapter One is an introduction to work-oriented education and approaches to it in various countries. Chapter Two contains five presentations on experiences in work-oriented education in five countries during 1983, which analyze existing policies, objectives, plans, structures, approaches, and experiences in linking education and work as an essential part of general education. The papers are "Experiences of Work-Oriented Education in India" (A. K. Sacheti), "Experiences of Work-Oriented Education in Indonesia" (Benny Karyadi), "Work Experience in General Secondary Education in the Philippines" (E. Gonzalez), "Work Experience as an Integral Part of General Education in the Socialist Republic of Viet Nam" (Nguyen Duc Minh), and "Work Experience as an Integral Part of General Education in Thailand" (Swasdi Suwana-agsorn). Chapter Three describes visits by meeting participants to selected projects and institutions in two different settings--one in a rural area and another in an industrial area. Chapter Four offers suggestions for activities to be pursued at the national and international levels. The agenda and a description of a pilot work experience project in Thailand is appended. (YLB)

ED 262 188 CE 042 556

*Palmer, Teresa M.*
The Preparation of Training Professionals.
PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Business Education; Coordination; Curriculum; Educational Cooperation; *Educational Needs; *Educational Opportunities; Higher Education; *Labor Force Development; Linking Agents; Models; National Surveys; Needs Assessment; Networks; Program Content; Teacher Education; *Trainers
IDENTIFIERS- *United States

A study examined the nature and extent of programs and course offerings available in the United States to prepare education and training professionals and analyzed the offerings in terms of a 1983 study done by the American Society for Training and Development (ASTD). Colleges and accredited business schools from across the country were identified, their available catalogs and course descriptions were secured, and data collected from them were subjected to both qualitative and quantitative analyses. No program offerings by American Assembly of Collegiate Schools of Business (AASCB)-accredited schools were found to lead to degrees in education and training. However, a number of courses having content consistent with the preparation of education and training specialists were found. These courses were offered by a variety of academic departments, with no consistency evident from institution to institution. Three models of the coordination of available training were identified: education and training was either supplied (1) totally within the personnel unit; (2) within the organization and separate from the personnel unit, but with strong linkages to it; or (3) by a separate unit outside the organization under contractual arrangement with personnel. Many of the 31 competencies identified as necessary for training and development specialists in the aforementioned ASTD study were being addressed in many of the courses identified during the present study. (MN)

ED 262 216 CE 042 625

Law 20-30. Business Education Curriculum Guide.

**Alberta Dept. of Education, Edmonton. Curriculum Branch.**

PUB DATE- 85
NOTE- 43p.; For related documents, see CE 042 626-633. Contains some light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Civil Rights; Course Content; Criminal Law; Curriculum Guides; Foreign Countries; Guidelines; High Schools; *Laws; *Legal Education; Program Content; Student Evaluation
IDENTIFIERS- Alberta; *Business Law; *Criminal Justice System

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of law. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. The materials specifically for Law 20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the 10 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are the nature of law and civil law system, contract law, family law, basic rights and responsibilities, labor law, property law, criminal justice system, consumer law, tort law, and controversial issues. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

ED 262 257 CE 042 684

*Gordon, Ruth*

The Adolescent Worker: A Field Study of Employed and Nonemployed Youth. Education & Employment. Research for the Practitioner. Research Brief No. 7.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; Counselor Role; Dismissal (Personnel); *Education Work Relationship; Employer Employee Relationship; Employment Patterns; *Employment Potential; Employment Practices; *Employment Problems; *Entry Workers; Job Search Methods; *Job Skills; On the Job Training; School Role; Secondary Education; Vocational Education

A recent study showed that many adolescents cannot effectively navigate the labor market. They do not know how to obtain a job nor how to leave one gracefully. In this study on the school-to-work transition, interviews were conducted with 25 adolescents over a one-year time span. Researchers observed the youths at work and interviewed their managers. Major findings were reported for four areas: finding a job, surviving on the job, training at the work site, and leaving a job. Some of the highlights of these findings are the following: (1) youths viewed finding a job as a matter of luck, rarely conducted an organized job search, and wanted good pay and job security with little attention to a career path; (2) attendance and punctuality were often a problem, unless employers were supportive--but many employers did not expect youths to remain long and did not invest much time or resources in them; (3) little training was provided to the new hires; aand (4) many youths quit jobs without notice or were fired and often disagreed with their employer about the reason for leaving. The study concluded that school administrators should implement employability development programs to ease students' transition from school to work. It also stressed that counselors and teachers can show youths how to conduct a job search and how to leave a job gracefully. (KC)

ED 262 284 CE 042 730

*Appelson, Marilyn; And Others*
Learn to Read. A Project to Serve Functionally Illiterate English-Dominant Adults and Limited English Proficient Adults, Involving Instructors, Tutors and Students Interacting to Try New Approaches, Techniques and Methods.
**Oakton Community Coll. District 535, Skokie, IL.**
SPONS. AGENCY- Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
PUB DATE- 84
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Dropout Prevention; Educational Resources; English (Second Language); Functional Literacy; Individualized Reading; *Language Experience Approach; *Limited English Speaking; *Literacy Education; Material Development; Oral Reading; Program Development; *Program Implementation; Reading Games; *Reading Instruction; Reading Materials; Reading Strategies; Second Language Instruction; Supplementary Reading Materials; Sustained Silent Reading; Tutoring
IDENTIFIERS- 310 Project

A 310 Project, Learn to Read, was conducted by Oakton Community College in suburban Chicago to teach reading to functionally illiterate and limited English speaking (LEP) adults using a variety of approaches. Participants included two groups. One group consisted of American-born adults who had basic oral competency but had failed to acquire literacy skills, while the other group (LEP) had limited experience with education, did not use the Roman alphabet, or lacked adequate comprehension skills and strategies. More than 50 persons from both groups were taught in classes carried out through three cycles. A variety of approaches were used, such as language experience, assisted reading, sustained silent reading, tape recorder, personal dictionaries, commercial material, newspapers, individualized reading material, pairing/peer instruction, group activities, and games. Instruction was provided by instructors and on a one-to-one basis by volunteers. Instructors, volunteers, and counselors provided a supportive environment. Through these measures, the program prevented a large amount of attrition, and helped all students to learn reading skills. Extensive appendixes to this report contain samples of the recruitment brochure and flyer, a suggested materials list, newspaper exercises, reading ads, coupon exercises, reading food labels, and the language experience approach and original stories for non-readers. (KC)

*Linn, Ruth*
Morality in Action - The Relationship between Moral Judgement and Moral Action of Israeli Reserve Soldiers Who Refused to Serve in Lebanon.
PUB DATE- Mar 85
NOTE- 28p.; Part of this paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- *Civil Disobedience; *Cognitive Development; Developmental Stages; Foreign Countries; Males; *Military Personnel; Moral Development; *Moral Values; *Value Judgment; *War
IDENTIFIERS- *Israel; Lebanon

During the Lebanon War (1982), many Israeli reserve soldiers disobeyed the command to join their units for service in Lebanon. Several of these soldiers were publicly labeled "sarvanim" meaning "refusers" in Hebrew, and were jailed in military prisons. Kohlberg's (1976) cognitive developmental approach to moralization, which views justice as a universal concern that develops through six stages, was used to examine the moral reasoning of 36 sarvanim in relation to the structure of their moral thoughts. Subjects participated in tape-recorded interviews. Their hypothetical moral reasoning was measured using the first two dilemmas from Kohlberg's Form B of the Standard Moral Judgment Interview and actual moral reasoning was recorded by a semi-clinical open-ended interview. All protocols were scored by an independent rater who classified dilemma responses into two broad categories and assigned a stage score for each match between a manual criterion judgment and a moral judgment in the interview. The results support the hypothesis that mature moral thought would lead to mature moral action. The data suggest that the decision to disobey was structured mainly by those soldiers who could employ at least stage four reasoning. Although subjects seemed to exemplify by their actions a high degree of personal moral consistency, this consistency is only one dimension of the complexity of this moral action. Several methodological and conceptual aspects may have contributed to the findings. (NRB)

*Hunkins, Francis P.; Gehrke, Nathalie J.*

Curriculum Alignment Measures of Effective Schools: Findings and Implications.

PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Curriculum Evaluation; *Curriculum Research; Educational Quality; *Educational Research; Elementary Secondary Education; Ethnic Groups; Instructional Materials; *Mathematics Curriculum; Program Effectiveness; Questionnaires; School Effectiveness; Surveys
IDENTIFIERS- *Seattle Public Schools WA

A 1984 study of the Seattle Public Schools evaluates the relationship between curriculum practices and academic achievement. The study focused on mathematics curriculum and gathered data through survey questionnaires of elementary, middle, and high school level teachers. Three instruments were used: a school assessment questionnaire, a mathematics objectives survey, and a mathematics materials survey. The data from the materials and objectives surveys have not been analyzed, but data from the assessment survey and preliminary information on academic achievement are presented in this paper. Preliminary findings reveal important differences in academic achievement of intermediate students by ethnic category. The most critical finding is that curriculum alignment seems to contribute negatively to achievement of white students, but positively for Black and Asian students. These findings suggest a need for closer evaluation of the data on curriculum objectives and materials surveys. If further analysis confirms this correlation, then demands for strict adherence to a single district-developed curriculum need to be examined. Further questions to consider are whether this study measured curriculum alignment or faculty responses to issues on the survey. Three appendices are included. (MD)

*Evans, Robert J.*
Fostering Peer Acceptance of Handicapped Students. 1984 Digest, Revised and A Minibibliography on Promoting Positive Attitudes toward the Disabled.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 5p.
CONTRACT- 400-81-0031; 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Attitude Change; Basic Skills; Cooperation; *Disabilities; *Interpersonal Competence; *Mainstreaming; *Peer Acceptance; Peer Relationship; *Student Attitudes; *Teacher Role
IDENTIFIERS- ERIC Digests

The digest addresses, in question-and-answer format, ways to promote peer acceptance of handicapped students. Topics covered include the effects of first impressions on nonhandicapped students and the impact of physical proximity, and the nature of interdependence among students' learning goals and rewards as structured by the teacher. A comparison of the dynamics of a cooperative learning situation and a competitive or individualistic one highlights the ways in which a cooperative situation fosters an atmosphere of trust and higher valuing of classmates. Regular class teachers are urged to teach social skills by carefully planned modeling programs in which accurate information about handicaps replaces fears and prejudice. The importance of teaching handicapped students such skills as accepting responsibility for their actions, following instruction, and resisting peer pressure is stressed. The digest concludes with a note on the importance of individualized instruction for basic skills, time management, study habits, and other skills. An attached bibliography lists 25 sources on the topic. (CL)

ED 262 243 CE 042 658

*Garrison, D. R.*
Research Paradigms in Adult Education: Philosophical Differences and Complementary Methodologies.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Distance Education; Educational Philosophy; *Educational Research; *Educational Theories; *Phenomenology; *Research Methodology; *Systems Approach
IDENTIFIERS- *Logical Positivism

To reduce the confusion existing in adult education as to the merits of various research paradigms, two philosophies of science (logical positivism and phenomenology) were juxtaposed. Their relationship to three common methodologies (empiricism, ethnomethodology, and grounded theory) of adult education were explored. It was concluded that methodological conflict is essentially counterproductive and serves only to conceal the complementary nature of research methodologies. Further, the diversity of research paradigms in adult education could provide the creative tension for theory formation and the subsequent growth of adult education as a discipline. To manage such diversity, however, would require a holistic perspective to integrate the seemingly diverse and disparate data into meaningful theory. It was suggested that one paradigm that could accomplish this integrative function is general systems theory. (Author/YLB)

*Stewart, Bob R.; Mihalevich, J. Rick*

A Feasibility Study of the Use of Microcomputers and Related Software for Gathering and Transmitting Data for the FBMA Program. Final Report.

**Missouri Univ., Columbia. Dept. of Agricultural Education.**
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- 30 Jun 85
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agribusiness; Agricultural Education; *Computer Oriented Programs; *Computer Software; Data Analysis; *Data Collection; Farm Accounts; *Farm Management; Microcomputers; Postsecondary Education; Research Methodology; *State Programs; Statewide Planning; Vocational Education
IDENTIFIERS- *Farm Business Management Analysis; Missouri

This project studied the feasibility of using microcomputers for gathering and transmitting farm record information to the analysis portion of the Farm Business Management Analysis (FBMA) program in Missouri. Considerations were given to improving the accuracy of data submitted, the turnaround time to complete the analysis, and other factors judged to be appropriate. The target population included 75 programs for adults in vocational agriculture in Missouri. The materials were field tested with data from nine locations. After a review of existing software programs and methods for data gathering, the project advisory committee recommended that a customized program be developed for the use of gathering data on three models of microcomputers for the FBMA analysis. The committee recommended, based on reviews, that available software be used for the purpose of transmitting data for the FBMA analysis. The committee also recommended that the software programs be disseminated to all teachers working with the FBMA program and that they be encouraged to use them for gathering data for analysis. It is anticipated that the use of the program for gathering data for analysis, with the related error checks, will improve the accuracy of data and the turnaround time required for the FBMA analysis. (More than half of the document consists of the feasibility checklists, software specifications, the program development model, the data entry manual, and samples of output.) (Author/KC)

Church, Olive D.
An Investigation of Consulting-Training; as a Part-Time or Ultimate Career Option for Business Educators and Their Graduates.
PUB DATE- 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *Consultants; Educational Needs; *Employment Opportunities; *Entrepreneurship; Feasibility Studies; Females; *Labor Force Development; Labor Needs; Management Development; Part Time Employment; Postsecondary Education; Secondary Education; Small Businesses; *Trainers
IDENTIFIERS- Regional Surveys

A study examined the feasibility of consulting-training as a career option for business professionals. Data were gathered from a mail survey completed by a total of 60 firms in Arizona and Colorado and also from interviews, the investigator's participation and collaboration experiences with consultants, and a comparison of the literature on related topics. Graduates of business programs were indeed being employed as consultants and trainers; they were found to be working as internal consultants, trainers, and developers; as junior or associate members of consulting firms; or as heads of their own firms. Many similarities were found among the skills, knowledge, and behaviors required of business teachers and persons who were successfully employed as consultants and trainers. Moreover, many business educators were found to be either moonlighting as consultants or operating their own consulting business on the side. Another option for business teachers appears to be that of beginning a consulting business after an early or traditional-age retirement. More females than males were involved in the following areas: office management, information processing, and women's issues. Entrepreneurial problems and issues facing consultants-trainers were found to be similar to those facing entrepreneurs in other businesses. (The survey questionnaire is appended.) (MN)

ED 262 271 CE 042 707

The Community and Continuing Education Information Service Resource Catalog. Supplement.

**New York State Education Dept., Albany. Div. of Continuing Education.**

PUB DATE- 84

NOTE- 371p.; For the related catalog, see ED 232 051.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Abstracts; Adult Basic Education; Adult Counseling; Adult Development; *Adult Education; Adult Learning; Adult Programs; Citizen Participation; *Community Education; Community Involvement; Continuing Education; Daily Living Skills; Disadvantaged; *Educational Resources; *English (Second Language); Evaluation Methods; *Lifelong Learning; Nontraditional Education; Older Adults; Program Development; Reading Instruction; School Counseling; *Teacher Education; Teaching Guides; Teaching Methods; Textbooks; Workbooks

IDENTIFIERS- *Community and Continuing Educ Information Service

Intended for addition to the original catalog, this supplement contains 680 additional indexed and abstracted titles that represent the most current of the professional resources available in adult education. Together with the original catalog, this supplement is an access point to the Community and Continuing Education Information Service (CCEIS) collection. Introductory materials include background and instructions for accessing CCEIS resources. The catalog is composed of six sections. The document resumes provide the following information for each document: shelf number, corporate author, title, publisher/source, year of publication, notes, subject descriptors, and an abstract. Documents are arranged by shelf number. The remaining five sections--author index, institution index, title index, subject descriptor list, and subject descriptor index--are composed of various fields taken from the complete resumes and sorted either alphabetically or numerically. (YLB)

ED 262 312 CG 018 547

*Geis, Florence L.; And Others*
Research on Seeing and Evaluating People.
**Delaware Univ., Newark.**

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 23 Feb 82
NOTE- 93p.
AVAILABLE FROM- Office of Women's Affairs, University of Delaware, Newark, DE 19711 ($6.00; $80.00 for 21 copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bias; Blacks; Career Ladders; Cognitive Processes; Evaluation Criteria; *Females; Literature Reviews; Opinion Papers; *Perception; *Sex Bias; *Sex Discrimination; *Sex Stereotypes

This paper presents a review of research on the processes involved in evaluating others, especially in the area of discrimination against women. The first section defines perceptual bias and presents research data which show that perception is not a faithful representation of reality, but a product of previous beliefs and values. Section II reviews research showing that sex stereotypes, although consciously disavowed, still function as tacit knowledge about men and women and are still represented empirically in contemporary social structure. The research reviewed in section III provides evidence that an intellectual product or process believed to be the work of a man is often evaluated as superior to the identical product or performance attributed to a woman. Section IV reports survey research on the career paths of large samples of men and women in academia and section V focuses on unconscious discriminatory evaluations. Section VI examines research on stereotyping and discrimination against black people, especially black women. The seventh section addresses the question of change toward equality of reward and offers five specific proposals for counteracting perceptual bias. Each section concludes with a summary. (MCF)

ED 262 354 CG 018 589

*Weenolsen, Patricia*
Loss and Transcendence Life Themes.
PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Biographies; Experiential Learning; Females; Humanism; *Individual Development; *Psychological Patterns
IDENTIFIERS- *Loss; *Transcendence

Psychologists have often observed an underlying pattern or theme in the accounts that individuals give of their lives. To test a humanistic-existential approach to human development, 48 women were interviewed with the Loss and Transcendence (L/T) Life History Form. The L/T Life Theme is expressed in two ways: the expanded version includes the major events, relationships, or experiences contributing to the theme and the core version is a brief bipolar pattern of loss and transcendence. Each subject's protocol was analyzed for themes: major events and relationships as related by the interviewee were listed and repetitions, amount of attention, and significance of events were noted. From the 48 life histories and 5 pilot study histories, 53 case histories were constructed with 53 L/T Life Themes. The results yielded persuasive evidence for the existence of life themes consisting of patterns of loss and transcendence over the life span. Three origins of L/T Life Themes were found: (1) a traumatic life event; (2) a cognitive perception and organization of one's life experiences; and (3) the internalization of both parents. A qualitative analysis of the protocols yielded substantial evidence that life losses were metaphorical of the death of the self and transcendence was metaphorical of the immortality of the self. It is concluded that the L/T Life Theme forms a major conceptual contribution within the L/T approach to life span development. (NRB)

ED 262 381 CS 008 170

*Leckie, Neil*

Textbooks and Reading Materials. Volume One: The Ready to Read Project--The New Zealand Experience. Report of a Regional Seminar on Textbooks and Reading Materials (Wellington, New Zealand, October 4-12, 1983).

**New Zealand Dept. of Education, Wellington.; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.**

PUB DATE- 84
NOTE- 72p.; For Volume Two, see CS 008 171.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Design; Educational Philosophy; Foreign Countries; *Instructional Materials; Primary Education; *Program Content; Program Descriptions; *Reading Instruction; *Reading Materials; *Reading Programs; Textbook Evaluation; *Textbook Publication
IDENTIFIERS- *New Zealand

The first of two volumes dealing with the effective use of textbooks to teach reading, this booklet describes New Zealand's "Ready to Read" program and how materials are used in the curriculum to accomplish literacy goals. The first part of the booklet provides a general overview of the country and its educational system and of the remaining sections of the booklet. The second part explores the distinctive features of the New Zealand style of reading instruction, particularly in the primary grades, and includes the educational and child development philosophies underlying the curriculum. The third part describes the functions of the school publications branch of the New Zealand Department of Education, including the various kinds of publishing activities and its planning and policies relating to the provision of textbooks and materials. The fourth part describes the "Ready to Read" revision and extension project, undertaken to evaluate and revise the reading series used in the New Zealand curriculum, while the fifth part discusses inservice teacher training in New Zealand and how it has been adapted for development of teachers of reading. (HTH)

ED 262 410 CS 209 273

*McVitty, Walter*
Better Displays: A Teachers' Guide to Materials and Techniques. P.E.N. (Primary English Notes) 51.
**Primary English Teaching Association, Rozelle (Australia).**
PUB DATE- 85
NOTE- 10p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($0.75, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- Audiovisual Aids; *Bulletin Boards; *Display Aids; Elementary Education; *Graphic Arts; *Instructional Materials; Three Dimensional Aids

The teaching activity presented in this pamphlet intends to show elementary teachers how to produce better signs, posters, and displays, and how to improve graphic communication throughout the school. Beginning with a discussion of the intended purpose of a display and ways to make graphic messages succeed, the pamphlet lists necessary equipment and materials; discusses lettering (kinds and techniques); tells how to make successful posters; and relates sources of ideas, material, equipment, and help. (EL)

ED 262 440 CS 505 067

*Weaver, Richard L., II; Cotrell, Howard W.*
Imaging: A Selected Bibliography.
PUB DATE- Jul 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Cognitive Processes; *Creative Thinking; Creativity; *Eidetic Imagery; Elementary Secondary Education; *Gifted; Higher Education; Imagery; Individual Development; Intuition; *Visualization
IDENTIFIERS- Guided Imagery; *Mental Imagery

Intended for teachers and others interested in exploring and cultivating the processes of mental imagery, this annotated bibliography includes citations from scholarly journals, popular magazines, doctoral dissertations, works on learning disabilities, and how-to books. The following topics are included among the entries listed in the paper: (1) principles of imagery in art and literature; (2) dreams and learning; (3) visual imagery as an information processing strategy; (4) guided imagery in the curriculum; (5) how to understand and develop intuition; (6) the mind as healer; (7) mental imagery and cognition; (8) how to profit from creative powers; (9) content for a course in extending physical, mental, and creative abilities; (10) relaxation and imagery training to increase human potential; (11) imagery and intuition as keys to counseling the gifted, talented, and creative; (12) how to use educational imagery for teaching decision making; (13) imagery and gifted students; (14) prospects for research and development in mental imagery; (15) guided imagery in awareness; and (16) a cognitive approach to visualization in learning and instruction. (HTH)

ED 262 455 EA 017 985

*Bardon, Jack I.*
The Drive for "Educational Excellence": Implications for the Mental Health of Children.
PUB DATE- 20 Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (New York, NY, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; Children; Child Welfare; Educational Change; *Educational Environment; *Educational Improvement; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Equal Education; *Health Personnel; Helping Relationship; *Mental Health; Role of Education; School Support; *Staff Role
IDENTIFIERS- American Orthopsychiatric Association; *Excellence in Education

Recent critiques of education in the United States have all too often been simplistic in their solutions and punitive in tone. American education has historically been concerned with providing equality of opportunity and accomodating individual and group differences, yet calls for excellence often devalue these fundamental elements of democracy. Schools are measured by their success in producing the reading, writing, and calculating "machines" that society needs for support and for social and emotional guidance. In a 1984 position statement, the American Orthopsychiatric Association asserted that successful educational reform cannot occur until there is a national mandate for improvement backed by a financial commitment equivalent to that for national defense. Without such a national effort, mental health workers involved in education can only go on trying to help educators help children. This effort involves changing educators' attitudes toward emotional problems, deepening the mental health professional's understanding of educational concepts and methods, and providing support for educators themselves. (PGD)

ED 262 545 EC 180 954

*Mayes, Annette G.; Roberts, Adrian R.*
A Study of WISC-R Subtest Scores of Learning Disabled Students.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Elementary Education; *Learning Disabilities; *Racial Factors; *Scoring; *Sex Differences
IDENTIFIERS- Wechsler Intelligence Scale for Children (Revised)

To examine the cognitive strengths and weaknesses of learning disabled (LD) students, WISC-R (Weschler Intelligence Scale for Children-Revised) subtest scores of 309 kindergarten through sixth grade LD students were analyzed. The 10 subtests were the information, similarities, arithmetic, vocabulary, comprehension, picture completion, picture arangement, block design, object assembly, and coding subtests. Findings are summarized for the total population, for males and females, whites and nonwhites, students in K-3 and 4-6. Among major findings were that: with few exceptions, the mean scale scores to the 10 subtests for all populations were below average; overall, LD Ss made higher scores on performance than on verbal subtests; generally, mean scores for the subpopulations were highest for picture arrangement, picture completion, and object assembly; LD Ss in K-3 scored significantly higher than LD Ss in 4-6 on vocabulary and comprehension subtests; males scored significantly higher than females on picture completion and object assembly while females scored higher on the coding subtest; and, with the exception of the arithmetic and coding test, white Ss scored significantly higher than did nonwhites. (CL)

**ED 262 230** CE 042 642

*Royce, Sherry*
FOCUS on Curriculum. Final Report.
**Royce and Royce, Lancaster, PA.**
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 30 Jun 85
NOTE- 77p.
CONTRACT- 98-5031
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adults; Bulletins; Communications; *Competency Based Education; Curriculum; *Demonstration Programs; Educational Resources; Employment Potential; *English (Second Language); Exceptional Persons; High School Equivalency Programs; Instructional Materials; Job Skills; Literacy Education; Models; Program Content; *Program Descriptions; Second Language Instruction; State Programs
IDENTIFIERS- *310 Project; *Pennsylvania

This 310 Special Project performed the following activities: (1) reviewed 10 years of Pennsylvania's materials funded under Section 310 of the Adult Education Act and published six "FOCUS on Curriculum" bulletins describing outstanding projects; and (2) prepared a 1985 addendum to Pennsylvania's listing of publishers' materials for adult education. Products created include this final report; six FOCUS bulletins featuring exemplary Pennsylvania 310 Special Projects in the areas of competency-based adult education (CBAE), English as a Second Language (ESL), employment, literacy, media and technology, and special populations; and a resource listing made up of 36 exemplary 310 projects reviewed in FOCUS plus 121 resources published since 1980 in the areas of basic reading, ESL, adult basic education, CBAE, pre-General Educational Development tests and General Educational Development tests. (The listing of 36 projects and the 121 publisher resources are included in this document.) Each entry in the project listing includes title, subject area and sub-area, project director, year, organization, contact person, audience, panel review ratings, component products, cost, and description. In the publisher section each entry includes title, publication data, audience, publisher, price, pages, suggested usage, author, subject area and sub-area, usefulness for self-directed or instructor-directed learning, component products, reading level, special features, adult performance, level areas, ISBN number, source, and description. (KC)

ED 262 244 CE 042 659

*Dunne, Faith*
Places in the System: New Directions for the Vocational Education of Rural Women. Occasional Paper No. 108.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
PUB DATE- 85
NOTE- 21p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC108--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Apprenticeships; *Displaced Homemakers; Employed Women; *Females; *Job Development; Nontraditional Education; *Rural Areas; *Rural Population; Sex Role; Vocational Education

Over the last 20 years, changes in the American culture and the perceptions of women's roles have altered the impact of work on rural women. These changes have altered new needs for vocational preparation and job structures. The "new feminism" has caught rural women in a double bind. They are participants in a modern society saturated with the new ambitions of women, while they are among the most conservative and traditional people. Rural women find juggling home and career more difficult than metropolitan women for two primary reasons: lack of commercial support systems and deterioration of the traditional community system in rural areas. To alleviate the problems of the rural working women, two things should be done. First, thinking about rural women's occupations needs to be reoriented. Since rural women avoid nontraditional occupations, women should be given access to interstitial occupations. Women need help in identifying possibilities and determining those ideas that are feasible for them. Second, delivery systems should be reoriented to provide accessible and appropriate vocational preparation to rural women. Three alternative ways to prepare women for interstitial occupations are community apprenticeships, school-based enterprises, and network-based training and support services. (Questions and answers are appended.) (YLB)

ED 262 326 CG 018 561

*Henry, Philip N.*
Teenage Suicide: Is There a Need for Public Policy in North Carolina?
PUB DATE- Oct 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adolescents; Government Role; *Intervention; Parent Role; *Prevention; *Public Policy; School Role; *State Government; *Suicide; Young Adults
IDENTIFIERS- North Carolina

The rapid increase in teenage suicides in the United States in recent years has prompted the establishment of new suicide prevention programs and the revitalization of existing services in many communities. The federal government has taken a number of initiatives to curtail the high rise in teenage suicides and several states have taken legislative initiatives to deal with the problem. In North Carolina, local schools provide group counseling and other structural methods to offset crisis situations, and expose students to health-related problems of teenagers in the comprehensive curriculum. It has been recommended that schools form crisis teams and participate in workshops to train school counselors, teachers, and administrators to observe and detect suicide warning signs. Along with strategies employed by local school systems, North Carolina has several awareness campaigns and training workshops sponsored by various organizations. Research has made available much statistical data about teenage suicide and experts have isolated a number of contributory factors which account for the rise in teenage suicides. Suicidologists believe that the rate of teenage suicides could be significantly decreased if parents, teachers, peers, and others working with teenagers were better educated about the problem and more aware of the warning signs. More coordination and leadership are needed from the state level to ensure that efforts at curtailing teenage suicides are maximized. (NRB)

ED 262 395 CS 008 198

*Nist, Sherrie L.*
Tetrahedral Models of Learning: Application to College Reading.

PUB DATE- May 85
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; Learning Activities; *Learning Processes; *Models; Prior Learning; *Reading Instruction; *Reading Strategies; Student Characteristics; *Study Skills; *Teaching Methods; Test Wiseness; Textbook Selection
IDENTIFIERS- Bransford (J D)

J. D. Bransford's tetrahedral model of learning considers four variables: (1) learning activities, (2) characteristics of the learner, (3) criterial tasks, and (4) the nature of the materials. Bransford's model provides a research-based theoretical framework that can be used to teach, model, and have students apply a variety of study strategies to the learning situation. Learning activities, for example, include study techniques that give rise to learning, such as surveying, questioning, mapping, text underlining, making concept cards, summarizing, and so forth. The most important idea is that students learn a study sequence to follow. The second crucial aspect of the learning process is what the student brings to the learning situation, such as prior knowledge. College reading instructors can teach students how to tap into existing knowledge and how to use it in a variety of ways. The third variable, the ability to determine and carry out a variety of tasks, involves teaching students how to take both essay and objective tests, as well as how to solve problems. The fourth variable--the text--usually determines why a professor selects one text over another. Major differences among texts involve text organization, format, study aids, clarity of explanation, and occasionally readability. Students should learn to carefully examine a required text to see how it is organized. Teaching students in such a way that all four variables are addressed should be the major goal of any college reading program. (HOD)

ED 262 426 CS 209 366

*Myers, Jo; Hughes, Bob*

A Literature Based Language Arts Program for Secondary Gifted Students.

PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Seattle, WA, April 25-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Creative Teaching; *Creative Writing; *English Instruction; Gifted; Language Arts; *Literature Appreciation; Oral Language; Secondary Education; Student Research
IDENTIFIERS- *Romeo and Juliet; *Shakespeare (William)

The purpose of this paper is to provide a philosophy of education for the gifted and place that philosophy within the framework of practical education. The paper sketches the philosophy--language arts must be taught in a way that emphasizes the wholeness of the language experience--and discusses two key points: (1) If language arts consist of various modes and strands that students are to develop into usable information, then the strands cannot be taught in isolation. (2) Language at either the initial or the advanced level must be acquired by students' active intervention with it. The paper then describes a wide variety of class activities involving students in comprehensive language experiences in which they read, write, research, study structures, and experiment with oral language. The paper's following section contains a list of component strands and activities, an illustration of an expandable model, and three planning sheets--for establishing goals, objectives, and strategies in composition, oral skills, and research--on: (1) research into the Elizabethan period/role playing, (2) Shakespeare and his times, and (3) Romeo and Juliet. Included with each of the three lessons are questions designed to develop activities and stimulate several levels of thinking: memory, comprehension, analysis, application, synthesis, and evaluation. (EL)

ED 262 470 EA 018 002

*Hannay, Lynne M.; Chism, Nancy*
Involuntary Teacher Transfer: An Intervention Strategy for Professional Development. Final Report.

**Ontario Inst. for Studies in Education, Toronto.**
PUB DATE- Sep 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Case Studies; Educational Environment; Elementary Secondary Education; *Faculty Development; Foreign Countries; Parent Attitudes; Peer Relationship; Principals; Program Effectiveness; School Districts; Teacher Attitudes; Teachers; *Teacher Transfer; Transfer Policy
IDENTIFIERS- Canada; Newcastle Kent Board of Education ON; Principal Transfer

This study examines an intervention in a Canadian school district that employed teacher and principal reassignment as a stimulus to professional growth. The researchers interviewed the transferred teachers and principals as well as a sample of nontransferred teachers, parents, and district trustees to explore the effect of transfer on the development of transferred teachers, as well as on the teachers' colleagues, schools, and district. Among the positive effects found by the study were increased teacher enthusiasm and use of new techniques, enlarged teacher perspectives on student development and district needs, self-examination and change in the receiving schools, and increased dialogue and sharing of ideas among teaching staffs. Negative effects of the intervention included teacher distrust, burdensome preparation time, practical problems of time and money connected with travel to new schools, and mutual adjustment difficulties between teachers and community members. The study draws on the case to discuss conditions under which transfer can offer a viable solution to teacher stagnation and to recommend essential elements for a transfer policy. (Author)

ED 262 514 EC 180 922

*McClellan, Elizabeth*
Technology for the Gifted and Talented. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.

CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Computers; Elementary Secondary Education; *Gifted; Talent
IDENTIFIERS- ERIC Digests

The digest examines issues related to the use of technology with gifted and talented students. Computer assisted instruction (CAI) is seen to develop decision making skills and foster independent learning. Applications of four types of CAI to gifted students are explored: drill practice, tutorials, games, and simulations. The use of computers in helping students develop thinking skills is considered, and the impact of computers on creativity, higher level cognitive skills, and problem solving skills is discussed. A final computer application, as a tool for facilitating independent learning, is explored in terms of data processing for student research, word processing, art and music creation, authoring systems, and networking. (CL)

ED 262 529 EC 180 937

Education and Foster Care of Children Infected with Human T-Lymphotropic Virus Type III/Lymphadenopathy-Associated Virus.
**Center for Disease Control (DHHS/PHS), Atlanta, Ga.**
PUB DATE- 30 Aug 85
NOTE- 6p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Communicable Diseases; *Disease Control; *Diseases; Elementary Secondary Education; Preschool Education; *Public Health
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

The guidelines center on education and foster care of children with AIDS (Acquired Immune Deficiency Syndrome). Background information touches on the scope of the problem, legal issues involved, and confidentiality issues. Discussion of risks examines the risk of transmission in the school, day care, or foster setting and notes that casual contact among school children appears to pose no risk, although studies are very limited concerning younger children and neurologically handicapped children who lack control of their body secretions. Risks for children with the disease are also considered. A series of 11 recommendations are made, including the following observations: (1) that for most infected school-age children, benefits of an unrestricted setting would outweigh both the risks of their acquiring potentially harmful infections in the setting and the apparent nonexistent risk of transmitting AIDS; and (2) that for infected preschoolers and some neurologically handicapped children who lack control of their body secretions or who display behavior such as biting and who have uncoverable lesions, a more restricted environment is advisable until more is known about transmission in those settings. (CL)

ED 262 217 CE 042 626

Typewriting 10-20-30. Business Education Curriculum Guide.
**Alberta Dept. of Education, Edmonton. Curriculum Branch.**
PUB DATE- 85
NOTE- 44p.; For related documents, see CE 042 625-633.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Correspondence; *Business Education; Course Content; Curriculum Guides; Foreign Countries; Guidelines; High Schools; *Office Occupations Education; Program Content; Simulation; Student Evaluation; *Typewriting
IDENTIFIERS- Alberta; *Keyboarding

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of typewriting. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for typewriting 10-20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the 14 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are keyboarding; keyboarding, centering, and tabulation; letters and essays; reports; letters and tables; manuscripts; tables, business forms, and financial reports; business correspondence; specialized production applications; production projects and review; professional applications I and II; and simulation I and II. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

ED 262 258 CE 042 685

*Gordon, Ruth*

How Schools Prepare Youth for Productive Employment. Education & Employment. Research for the Practitioner. Research Brief No. 8.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Aug 85

NOTE- 3p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Academic Education; Career Choice; Dropouts; Educational Improvement; Family Characteristics; High Schools; *Occupational Aspiration; *Outcomes of Education; *Secondary School Curriculum; *Track System (Education); Vocational Education

This research program examined the effects of schooling on 10 student outcomes selected as indicators of labor market success: four academic test scores (verbal, qualitative, science, and civics); two measures of career expectations (educational and occupational expectations); three attitudinal factors (self-esteem, work values, and sense of control); and school deportment. Four separate studies were conducted, based on an analysis of the High School and Beyond Survey data. Findings are based on information from about 27,000 students surveyed in 1980 as sophomores and then, again, two years later. Some of the major findings of the research are these: (1) more academic course offerings raised test scores and educational expectations; (2) dropping out of school decreased verbal and mathematics test scores, had a substantial effect on individuals' readiness to learn and was more injurious to blacks; (3) longer school days or school years did not have large effects on any of the outcomes; and (4) family background had a strong effect on whether a student entered the academic track, especially during the last two years of high school. Although the effect of track membership was small, some of the effects reported were that students' educational expectations and mathematics test scores rose with membership in the academic track, and that taking vocational courses often deflated students' test scores and career expectations. Among the implications for school policy are that consideration be given to increasing the required number of academic courses, strongly encouraging youths to complete high school, and possibly discontinuing the track system. (KC)

# The Development of Criteria to Measure the Extent of Implementation and the Effectiveness of Demonstration Projects in Vocational Education. Final Report.

**Development Associates, Inc., Arlington, Va.**

SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- 31 May 80
NOTE- 185p.; For related documents, see CE 042 734-738.
CONTRACT- 300-78-0574
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Criteria; *Demonstration Programs; Educational Innovation; Educational Research; *Information Dissemination; Literature Reviews; *Program Effectiveness; *Program Implementation; Research and Development; Research Utilization; Standards; *Vocational Education; Workshops
IDENTIFIERS- *Impact

This report documents the objectives, methodology, and products of a study to develop criteria and standards for measuring the impact of vocational education demonstration projects. Section I provides background and describes the study's purpose and products. Section II summarizes the methodology used to conduct activities. Details of the literature review, panel meeting, case studies, and workshops are discussed. Section III summarizes the literature review conducted to assess the state of the art in measuring the effectiveness of educational innovations and to identify factors related to program success. The literature bibliography is included. Section IV highlights the conclusions of three advisory panel meetings used to discuss and provide input into project products. Section V summarizes the case studies of eight demonstration projects selected to assess the usefulness and practicality of the draft monograph. Section VI is an overview of the monograph developed to propose a set of criteria for measuring the impact of vocational education demonstration projects and to discuss the activities and functions of key individuals in achieving improved impact. Section VII summarizes three workshops held to introduce the monograph to state and local vocational education administrators. Appendixes include case study forms, workshop materials, and proposal review criteria. (YLB)

ED 262 298 CG 018 533

*Frazer, Gregory H.; Klein, Daniel*

A Study of the Awareness of Selected College Students Concerning Sexually Transmitted Diseases.

PUB DATE- Sep 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *College Students; Higher Education; *Knowledge Level; *Sex Differences; *Sex Education; *Student Attitudes; *Venereal Diseases

Changes in sexually transmitted disease (STD) rates among adolescents and young adults may depend on changes in sexual activity, accessibility of referral and treatment services, and education. To assess the knowledge and attitudes of college students toward various aspects of STD's, a 45-item Likert inventory focusing on symptoms, prevalence, causes, and personal responsibility related to STD's was administered to 843 college students at two midwestern universities. An analysis of the data revealed that the average respondent was single, sexually active, 20.6 years of age, moderately religious, and had received minimal formalized sexuality education in secondary school. The results of the knowledge section indicated that significant differences existed between males and females, with females reporting more accurate information than males. Knowledge items dealing with pregnancy and syphilis, initial symptoms of STD's, and social class incidence of STD's were items which were most typically missed by male respondents. The results indicated that although the respondents recognized the magnitude of the problems surrounding STD's, they had many misconceptions about the specific symptoms and effects of individual STD's. Religious preference, area of academic study, and sexual activity were not found to be significant response predictors. (Author/NRB)

ED 262 340 CG 018 575

*McKirnan, David J.; Johnson, Tina*

Alcohol and Drug Use among "Street" Adolescents: An Exploratory Study.

PUB DATE- Apr 85

NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Alcoholism; *Drinking; *Dropout Attitudes; *Dropouts; *Drug Use; Marihuana; Nontraditional Education; Parent Influence; Peer Influence

Although adolescent alcohol and drug use is decreasing, many teenagers continue to use alcohol and drugs. Studies of adolescent alcohol use typically sample intact high school populations, excluding dropouts and adolescents alienated from straight high school populations. Alcohol and drug use and alcohol related attitudes were measured in 62 urban, high-school aged street adolescents (40 females; 22 males) who were alienated from the mainstream educational system. Interview materials included open-ended and structured questions which assessed respondents' alcohol consumption, alcohol related problems, marijuana and other drug use, parental alcohol use, parental norm sending, alcohol concepts, drinking motives, negative mood frequency, peer drinking, and street alcohol use. The results indicated that the respondents were highly alcohol and drug oriented: (1) they reported very high alcohol and marijuana use, high frequency of drinking to get drunk, and alcohol problems; (2) high proportions of their peers drank; and (3) drinking appeared necessary for acceptance into social groups. The major correlates of alcohol use and problems were peer alcohol use, limited knowledge of alcohol effects, and personal drinking motives. Reported parental alcohol use and norm sending showed weak or inconsistent correlations with respondents' alcohol use. These findings demonstrate that a sample of adolescents who would not appear in typical school-based studies exhibited much stronger alcohol involvement than the general adolescent population. (Author/NRB)

ED 262 368 CG 018 603

*O'Farrell, Timothy J.; And Others*

Differences between Alcoholic Couples Accepting and Rejecting an Offer of Outpatient Marital Therapy.

SPONS. AGENCY- Veterans Administration Hospital, Brockton, Mass.
PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Behavior Change; *Dropout Characteristics; *Individual Differences; Marital Instability; *Marriage Counseling; Motivation; *Participant Characteristics; *Spouses
IDENTIFIERS- Help Seeking

Several theorists have advocated marital therapy in treatment programs for alcoholics. Given the promise of marital therapy for alcoholics, it is important to develop successful techniques for recruitment. One approach toward improving recruitment is to identify the characteristics of couples who are likely to accept or reject marital therapy. Following an extensive evaluation in which husbands and wives separately completed questionnaires about their marriage and an interview about the alcoholic's drinking, 35 couples with alcoholic husbands decided to participate in couples therapy (acceptors) and 28 couples did not (rejectors). Data from the evaluation were used to examine ten demographic variables, the severity of the husband's drinking and the couple's marital problems, previous help-seeking behaviors, and each spouse's motivation to improve the marriage. A stepwise multiple discriminant analysis was used to compare scores of acceptors and rejectors. A significant discriminant function indicated that acceptors were characterized by husbands with more education, better marital adjustment, full-time employment, and a larger number of alcohol-related arrests. Acceptors also had sought more outpatient help in the past year. Rejectors were characterized by wives with better marital adjustment, greater living distance from the clinic, and husbands with more alcohol-related hospitalizations. Rejector husbands also tended to be older. These findings have implications for planning efforts to attract alcoholics likely to accept marital therapy and for identifying and dealing with potential rejectors of marital therapy among patients in alcoholism treatment programs. (NRB)

ED 262 499 EC 180 907

*Morgan, Daniel P.; Myette, Beverly*
Parents' Rights and Responsibilities. 1984 Digest, Revised.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-81-0031
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Disabilities; Due Process; Elementary Secondary Education; *Individualized Education Programs; *Parent Participation; *Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Special Education
IDENTIFIERS- ERIC Digests
The digest explores the rights as well as the responsibilities of parents of handicapped children in the special education process. Rights include a free appropriate public education, notification regarding evaluation or change in placement, informed consent, independent evaluation, review of all records, participation in the Individualized Education Program (IEP) development, education in the most normal school setting possible, and due process hearings to resolve differences with the school. Responsibilities are also considered, including monitoring the child's progress, keeping records, understanding the IEP, and joining a parent organization. Suggestions are offered to help parents contribute to the IEP process. A list of eight national organizations and six publications on the topic concludes the digest. (CL)

ED 262 175 CE 042 533

*Martin, Betty B.; Quilling, Joan*

Status and Needs of Home Economics Wage-Earning Instructors. Final Report.

**Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.**

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

PUB DATE- 30 Jun 85

NOTE- 157p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Attitudes; *Educational Needs; Inservice Teacher Education; *Occupational Home Economics; Postsecondary Education; Secondary Education; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Student Relationship; *Values; *Vocational Education Teachers

IDENTIFIERS- Missouri

A study was conducted in Missouri to determine if differences existed among the educational values, training needs, and services desired by occupational home economics instructors at the preservice and inservice levels based on their years of professional experience, the principal area for which they were responsible, and their employment level. Through surveys, data were collected from 140 of the 212 preservice and employed occupational home economics instructors at the secondary, postsecondary, and adult levels in the state during the 1984-85 academic year. Results of the research indicated that significant relationships existed among several varieties of professional experience and scores attained. The value scale scores (from the VAL-ED scale) that appeared to be significant were mind; administrator-teacher: affection; teacher-community: control; and administrator-community: affection. Findings revealed significant differences between principal area of responsibility and level of employment and selected value scale scores. With regard to principal area of responsibility, significant value scale scores were importance; administrator-teacher inclusion; teacher-community: inclusion; administrator-community: control; and administrator-community: affection. In terms of employment level, the factors that received significant scale scores included the following: importance; teacher-student: control; administrator-teacher: inclusion; administrator-teacher: control; teacher-community: control; and teacher community: inclusion. Training needs were felt in program planning, implementation, and evaluation, with differences in needs among the three groups of teachers. The questionnaire used in the study is appended. (Author/KC)

ED 262 189 CE 042 561

*Gillen, Marie A.*
Women Moving Women: Going beyond the Awareness Stage.
PUB DATE- 8 Nov 85
NOTE- 24p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Change Strategies; *Females; Futures (of Society); *Individual Development; *Models; Postsecondary Education; *Self Actualization; Self Directed Groups; Sex Fairness; Sex Stereotypes; Social Support Groups; Womens Education; Workshops

A model was developed out of a need to help women move toward a more authentic existence. It was intended to help women go beyond the level of awareness in their present quest for self-determination, to make full use of their lives, to challenge their capabilities, and to reach for new horizons. The model involves both an unlearning and a relearning. While it suggests a smooth sequential ordering of events, it also recognizes and allows for the fact that change does not usually happen in an orderly fashion. The model has four core phases and two extra phases. The four phases of the core model are as follows: "Setting the Climate," "The Way I See Myself and Others," "The Way Change Occurs in Me and Others," and "Where Do I Go From Here? The two extra phases that form the complete model are "Case Study" and "What Have I Done, Am Doing, and Hope to Do?" After being used in women's groups, the model was revised to put more emphasis on action, rather than simply on awareness. This was accomplished by expanding the second phase--"The Way I See Myself and Others"--to include an examination of why conditions are that way. For example, women are encouraged not only to see themselves as oppressed and society as oppressors but also to examine why this is so and to move beyond it. It is hoped that this model will facilitate women's efforts to take the concepts of equality, respect, love, and trust out of the realm of abstract ideals and make them more a part of the daily exchange with each other and those outside their immediate environment. Women moving women beyond the level of awareness is a powerful reality. (KC)

Establish Guidelines for Your Cooperative Vocational Program. Second Edition. Module J-1 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-187-6
PUB DATE- 86
NOTE- 45p.; For other modules, see ED 259 134, ED 259 205, CE 042 280, and CE 042 602.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Admission Criteria; *Competency Based Teacher Education; *Cooperative Education; *Evaluation Criteria; *Guidelines; Individualized Instruction; *Instructor Coordinators; Learning Activities; Learning Modules; Teacher Developed Materials; Vocational Education; Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need in their role as teacher-coordinators conducting cooperative vocational education programs. The purpose the module is to enable teacher-coordinators to establish the goals, guidelines, and criteria necessary for the successful operation of a cooperative education program. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, self-checks, forms, and checklists. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 262 272 CE 042 708

*Chang, Weining C.; Jones, Allan P.*
Issues in the Development of Training Programs for Chinese Managers.
PUB DATE- 23 Aug 85
NOTE- 12p.; Paper presented at the Annual Conference of the American Psychological Assocation (93rd, Los Angeles, CA, August 23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Comparative Analysis; *Cultural Differences; Cultural Influences; Curriculum Development; *Educational Needs; Educational Planning; Educational Practices; *Foreign Countries; *Management Development; Needs Assessment; Postsecondary Education; Psychological Characteristics; *Psychological Needs; Student Characteristics; Student Needs
IDENTIFIERS- *China

Increasing numbers of industrial/organizational psychologists are becoming involved with the preparation of training seminars for Chinese managers. When developing training programs for Chinese audiences, educational planners need to consider the following factors: differences in the way organizations are structured in the United States and in China, with corresponding differences in the roles, responsibilities, and experience levels of managers; characteristics peculiar to Chinese management trainees; and differing expectations about the content and style of presentation. The following are a few of the recommendations for program developers to bear in mind when preparing material for Chinese audiences: obtain estimated needs statements and participant background summaries from sponsoring agencies; prepare detailed course materials for prior translation and review all translations carefully; remember that Chinese persons value age, dignity, and formality of presentation; maintain a respect for Chinese needs and remain sensitive to contextual communication; strive for a clear and logical stepwise progression of content; use quantitative exercises and repeat points in a variety of ways; and select examples appropriate for Chinese experience. (MN)

ED 262 313 CG 018 548

*Cautley, Patricia W.; Plane, Mary Beth*

Facilitating Family Change: A Look at Four Agencies Working Intensively with Families.

**Wisconsin State Dept. of Health and Social Services, Madison.**
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- May 83
NOTE- 181p.
GRANT- 90-CW-628
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Comparative Analysis; Family Characteristics; *Family Counseling; *Family Problems; *Intervention; *Parent Child Relationship; *Program Evaluation; *Social Agencies
IDENTIFIERS- Wisconsin

This report describes a research project designed to examine the work of four Wisconsin agencies which provide direct services to families with serious problems in parent-child interactions: (1) the Home and Community Treatment group at Mendota Mental Health Institute; (2) Family and Community Services, St. Aemilian Child Care Center, Milwaukee; (3) the Family Training Program, Institute of Human Design, Winnebago Mental Health Institute; and (4) Project OPT, Wisconsin Department of Health and Social Services, Madison. Section I provides background information on the research, including descriptions and comparisons of characteristics of the four agencies. The coding of records and data analyses are described in section II. Characteristics of the families served are presented in section III, and the use of Kegan's developmental theory in understanding families is discussed. Section IV looks at the process of intervention and compares the methods used by the four agencies, section V discusses evaluating the effectiveness of the intervention, and section VI examines whether one can account for the outcomes of intervention. The costs of services are reviewed in section VII. Section VIII provides a summary and implications. The appendix contains the Family Rating Scale, a description of the scale, and one data table. Fifty-six data tables are provided throughout the text. (NRB)

*Council, James R.; Greyson, Bruce*

Near-Death Experiences and the "Fantasy-Prone" Personality: Preliminary Findings.

PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Death; *Emotional Experience; *Fantasy; *Individual Differences; Perception; *Personality Traits
IDENTIFIERS- *Near Death Research

Near-death experiences (NDEs) are subjective experiences at the threshold of death which can include strong positive affect, dissociation from the physical body, and paranormal/transcendental phenomena. Empirical investigation of NDEs has typically relied upon retrospective reports and personality studies of individuals who have come close to death (e.g., through accidents, illness, surgical procedures, etc.) and later recovered. Psychological understanding of NDEs has been complicated by the failure of past research to reveal any personality factors consistently related to reporting NDEs. Recently, Wilson and Barber (1983) have suggested that some excellent hypnotic subjects (fantasy-prone personalities) may be more likely to report NDEs than the rest of the population. This hypothesis was investigated in subjects who had: (1) reported prototypical NDEs (N=63); (2) been close to death, but without reporting NDEs (N=28), and (3) never been near death (N=45). Subjects completed the Near-Death Experience Scale; the Memory, Imagining, and Creativity Schedule (MICS); the Absorption Scale; and the Survey of Psi Experiences. Subjects who had never been near death did not complete the NDE scale. The results revealed that the MICS and Absorption Scale were highly correlated and that both measures were significantly correlated with NDE Scale scores. Analysis of variance revealed that the group reporting NDEs scored significantly higher on the MICS than either comparison group, and NDE reporters' scores on the Absorption and PSI scales were higher than those of the never near death group. These results lend partial support to the hypothesis that fantasy-prone personalities may be more likely to report NDEs than the general population. (NRB)

ED 262 382 CS 008 171

Textbooks and Reading Materials. Volume Two: Outcomes of the Regional Seminar. Report of a Regional Seminar on Textbooks and Reading Materials (Wellington, New Zealand, October 4-12, 1983).

**New Zealand Dept. of Education, Wellington.; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.**

PUB DATE- 84
NOTE- 95p.; For Volume One, see CS 008 170.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Instructional Materials; International Relations; *Reading Instruction; *Reading Materials; *Reading Programs; Seminars; *Textbook Evaluation; *Textbook Publication; Textbooks
IDENTIFIERS- *New Zealand

For the second of two volumes dealing with the effective use of instructional materials to teach reading, this booklet describes the participants and outcomes of a regional seminar on the use of reading instruction materials and textbooks held in New Zealand. The first section of the booklet provides an overview of the seminar, including objectives, participants and countries, and future actions proposed by participants. The second section considers major aspects of the development, provision, and use of textbooks and reading materials, including the functions of organizations and agencies; meeting needs for textbooks and reading materials; preparation, trial, and evaluation of textbooks; publication, production, and distribution of textbooks; textbook evaluation; cost reduction; and teacher involvement in the planning, preparation, trial, and evaluation of textbooks. Appended materials include summaries of the reports by New Zealand participants (specifically on the country's "Ready to Read" program, the publications branch of the New Zealand Department of Education, the project to revise and update the materials used in the reading program, and the teacher inservice program), a list of the seminar participants, the work schedule, and the opening address by New Zealand's Acting Minister of Education and Minister of Trade and Industry. (HTH)

ED 262 411 CS 209 274

*Scott, Ian; Bell, Sue*

Computers and Language. A Computer Discussion Paper.

**Primary English Teaching Association, Rozelle (Australia).**
PUB DATE- 85
NOTE- 8p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($1.00, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Simulation; *Courseware; Databases; Educational Games; *Language Acquisition; *Language Arts; Learning Activities; Motivation Techniques; Student Motivation; Word Processing
IDENTIFIERS- *Computer Uses in Education

**Addressing the question of how computers can assist language development, this discussion paper presents a broad overview of the potential for computer use across the elementary school language arts curriculum. It begins by listing several questions that must be considered when assessing the usefulness of computers within the language curriculum, then offers language guidelines that can help answer these questions. The main section of the paper explores several classroom applications of the computer: motivational programs, simulations, adventure games, word processing, and data bases. The paper concludes with the observation that the computer has a great deal to offer to language learning and teaching in the elementary school.** (HOD)

ED 262 441 CS 505 069

Communication in the Service of Women: A Report on Action and Research Programmes: 1980-1985.
**City Univ., London (England).**
PUB DATE- Apr 85
NOTE- 179p.; Prepared for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women (Nairobi, Kenya, July 15-26, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Problems; Communication Research; *Employment Opportunities; *Females; Feminism; International Relations; *Mass Media; *Mass Media Effects; Media Research; Sex Stereotypes; Womens Education
IDENTIFIERS- *Media Role; Unesco; United Nations

Observing that over the past 10 years two lines of discussion--one emanating from and focusing on the needs of women, the other arising from and related to "mainstream" communication problems--have been carried out simultaneously but have remained separate, this report focuses on the change in women's status with regard to access to the communications media from 1980 to 1985. The first section of the report discusses women's status and the role of communication as a continuous and evolving process, acknowledging that to achieve any lasting change in the status of women with regard to mass communication, the two previous lines of discussion must be merged. The second section explores Unesco's 20-year-old program for women and communication, including the program's general framework, its basic constraints, three areas of articulation (concentration and coordination of women's issues, balance between reflection and operations, and decentralization), Unesco research on women and communication, regional seminars on women and media decision-making, and future directions for the Unesco program. The third section reports responses from various world governments to a United Nations (UN) questionnaire on communication and the media, communication policy, media content, media employment of women, alternative media and women's organizations, and international cooperation. These responses indicated that, despite progress, women's rights in regard to the media are far from being secured. The fourth section updates a 1980 global review of research into the portrayal and participation of women in the media, examining the extent to which the 1980 findings of inequality of women in media remain valid, and what areas are in need of change. Extensive appendixes include the UN questionnaire to governments discussed in the third section, as well as recommendations from various international and regional seminars on women and the media. (HTH)

ED 262 456 EA 017 986

Bibliography 1980-1984.
**Wisconsin Center for Education Research, Madison.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 51p.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Class Organization; Cognitive Development; Cultural Pluralism; Educational Administration; *Educational Research; Educational Technology; Elementary Secondary Education; Government School Relationship; Individual Differences; Instruction; Learning Processes; Methods; Minority Groups; *Research Projects; School Effectiveness; School Organization; Skill Development; Social History; Social Influences; Students; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Wisconsin Center for Education Research

The programs and publications of the Wisconsin Center for Education Research from 1980 to 1984 are listed and described in this document. The center's efforts focus on the study of the nature and effects of diversity among students. The research program adds to knowledge about how children learn, how they are taught, and what characterizes effective programs for different students. This report presents an overview of the center's mission and activities, then examines each of the center's four main program areas in greater depth. Each of these main program areas is broken down further into major and minor projects supported. The personnel involved are identified and each individual's publications are listed. The four main areas and the major project topics within them are (1) Learning and Development, covering language development and cognitive processes, metacognition, and language disorders; (2) Classroom Processes, covering skill development, interaction and organization, and technology in the classroom; (3) School Processes, covering both elementary and secondary schools; and (4) Social Policy, covering federal, state, and local roles, historical perspectives, and the education of minorities. Amost 400 articles, books, papers, and other publications are cited. ERIC document numbers are provided when appropriate. (PGD)

ED 262 485 EA 018 056

District Selection and Assessment of Educational Personnel. A Study to Assess the Quality of the Preparation and Performance of Education Personnel: Study Report No. 1.

**Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.**

PUB DATE- 82
NOTE- 38p.; For related documents, see EA 018 057-058.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Evaluation; *Educational Assessment; Elementary Secondary Education; *Employment Practices; Inservice Education; *Personnel Evaluation; *Personnel Management; *Personnel Policy; Personnel Selection; Questionnaires; Recruitment; Surveys; Teacher Evaluation
IDENTIFIERS- Illinois; Illinois State Board of Education

This is the first of three technical reports that focus on the hiring and evaluation of educational personnel in Illinois. It summarizes the findings of a survey conducted in the spring of 1982 to obtain information about the recruitment, selection, retention, an evaluation of prospective teachers in Illinois public schools. A questionnaire was sent to a stratified random sample of Illinois school districts based on the type, size, and geographic location of the districts. The survey questions and results are presented in the same order as they were presented in the questionnaire: (1) recruitment, (2) selection, and (3) evaluation. Findings suggest that local district personnel generally do not recruit widely or vigorously even though recruitment efforts may be hampered by competitive salaries in other districts, geographic preferences, inadequate supply of candidates, or unique district needs. Selection criteria and procedures are frequently not formalized. Districts rely heavily on references and academic record, but the candidate's willingness to accept extracurricular assignments or ability to teach in more than one area are also pertinent. Evaluation procedures in most districts are formalized for teachers, but seldom for other educational personnel. A larger than expected percentage of districts report that unsatisfactory evaluations result in personnel actions including dismissal. Results are also reported for open-ended questions to district personnel on constraints that prevented them from realizing their recruitment, selection, and evaluation goals, and on inservice practices. An appendix provides tables showing response percentages for each item on the questionnaire. (TE)

ED 262 546 EC 180 955

Rural Special Education Quarterly, Volume 5, Nos. 1-4, Spring-Fall 1984, Winter 1985.
**Western Washington Univ., Bellingham.**
PUB DATE- 85
NOTE- 59p.
AVAILABLE FROM- National Rural Project, National Rural Development Institute, Western Washington University, Bellingham, WA 98225 ($12.00 per year).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperative Programs; *Disabilities; *Education Work Relationship; Elementary Secondary Education; Models; Parent School Relationship; *Problem Solving; *Program Descriptions; *Rural Areas

Four newsletter issues examine aspects of rural special education. Issue number one considers the generic problems or solutions in rural special education leadership, the need for innovative preservice preparation for rural educators, preservice training for Native American professionals and paraprofessionals, a model for rural early intervention, a collaborative college-school district preservice approach, and potentially generic problem-solving strategies. Issue 2 focuses on rural transition programs, with articles on program needs, federal initiatives, problem-solving strategies, summaries of exemplary rural transition program, and a review of a 1984 national conference on partnerships between schools and the private sector in rural America. Issue 3 centers on rural family-professional relationships and includes information on parent-professional partnerships in Vermont and Alaska, problem solving strategies, and resources and programs. Issue 4 presents an article on educational assessment in rural areas, along with responses of four persons to the authors' proposed model. Additional articles address prevention of exploitation, cost effectiveness considerations in delivering school psychology services, rural scholarship information, summaries of resources and exemplary programs, and a discussion of administrative and judicial treatment of retarded adults in trouble. (CL)

ED 262 160 CE 042 385

Proceedings for the Symposium on Research Needs for Extension Education (Columbus, Ohio, May 25-26, 1983).

**Ohio State Univ., Columbus. Cooperative Extension Service.**

PUB DATE- May 83
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Agricultural Education; Educational Assessment; Educational Benefits; *Educational Research; Extension Agents; *Extension Education; Postsecondary Education; Program Administration; Program Evaluation; *Research Needs; Staff Development; Student Organizations; *Vocational Education
IDENTIFIERS- 4 H Clubs; Evaluation Research

These proceedings contain the texts of the following four papers presented at a conference on research needs for extension education: "4-H Makes a Difference--Or Does It?" by Gerald Parsons; "Research Needs in the Administration and Supervision of Cooperative Extension," by Patrick Boyle; "Research Needs in Extension Personnel Development," by Patrick J. Borich; and "Evaluation Research Needs for Extension Education," by Howard Ladewig. A list of symposium participants concludes the volume. (MN)

ED 262 327 CG 018 562

*Zelhart, Paul F.; And Others*
The Role of Anxiety in Self-Actualization. Symposium Presented at the Southwestern Psychological Association (31st, Austin, Texas, April 18-20, 1985).
PUB DATE- Apr 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anxiety; *Creativity; Developmental Stages; *Personality Development; Problem Solving; *Self Actualization; *Test Bias; *Theories
IDENTIFIERS- *Personal Orientation Inventory

This document contains three papers describing theoretical approaches and empirical findings concerning the role of anxiety in self-actualization. "Opposing Views of Anxiety and Self-Actualization" by Paul F. Zelhart describes theories of self-actualization that take opposite views of the role of anxiety in psychological development (Maslow, 1968 versus Dabrowski, 1972). "Assessing Anxiety and Self-Actualization" by Robert P. Markley describes studies showing the Personal Orientation Inventory (POI) to be biased in favor of the Maslowian view of self-actualization and calls into question prior research using the POI to test opposing views of anxiety and self-actualization. The final paper, "Self-Actualization of the Adaptor and Innovator" by J. Morris Beene, Jr., presents recent results using the Kirton Adaptation/Innovation Inventory and a modified version of the POI which show anxiety to be a positive correlate of adaption and innovation. (Author/NRB)

ED 262 471 EA 018 010

The Principal as Change Facilitator. Bulletin 1753.
**Louisiana State Dept. of Education, Baton Rouge. Louisiana Dissemination Network.**
PUB DATE- Jul 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Change Agents; Change Strategies; Consultants; *Educational Change; Educational Improvement; Elementary Secondary Education; Inservice Education; Leadership Qualities; *Leadership Responsibility; Leadership Styles; Models; *Principals; Program Evaluation; School Supervision

This monograph surveys the literature relating to the role of the principal as change agent and the process of educational change, and reviews those characteristics that research has found to make principals more effective and efficient change agents. The introduction identifies four relevant perspectives in the research on instructional leadership: (1) universal leadership traits; (2) leadership styles; (3) conditions under which specific leadership traits are effective; and (4) leadership behaviors. Thereafter, the first section focuses on theories and research pertaining to the process of organizational change and the role of the change facilitator. The second section focuses on the principal as a change facilitator. Research is reviewed on the three change facilitator styles (responders, managers, and initiators, and a discussion follows on how to determine the most effective blend of change facilitator styles. The third section focuses on second change facilitators, including assistant principals, teachers, and consultants. The fourth section reviews the literature on inservice training for principals as change facilitators. Topics discussed include the rationale for inservice training, the climate for change, the change process, change facilitator concerns, and facilitator style. The final section discusses the implications of the principal as change facilitator for school improvement efforts, student achievement, formative and summative program evaluation, personnel evaluation, second change facilitators, inservice education, and placement of personnel. The monograph concludes with a model applying the findings regarding the principal as change agent. A 4-page bibliography is included. (TE)

ED 262 515 EC 180 923

*Smith-Davis, Judy*
Personnel Development in Special Education: Quantity Versus Quality. 1984 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; *Special Education; *Teacher Education; Teacher Morale; Teacher Supply and Demand
IDENTIFIERS- ERIC Digests

The digest examines the supply and the quality of special education personnel and notes problems in the area of personnel preparation. Statistics are cited to show that the current supply of qualified personnel does not meet demand, particularly in such important areas as special education. Similarly, efforts in recent years to strengthen the quality of teacher preparation programs in colleges and universitites are noted. The "quandry" facing special education because of the limited numbers of available persons and the large numbers of uncertified and untrained personnel in some areas is discussed. Further difficulties are traced to low salary levels and diminishing popular respect for the teaching profession. The digest concludes with a statement emphasizing the connections of quality and quantity in personnel matters to the nation's problems in education. (CL)

ED 262 530 EC 180 938

*McKay, Norlis*
Rural Special Education Curriculum Issues: Competency-Based Curriculum Addressing Graduation and Grading Alternatives.
PUB DATE- Mar 85
NOTE- 103p.; Document used as basis for presentation at the Annual National Rural Special Education Conference (5th, Bellingham, WA, March 19-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competency Based Education; *Disabilities; *Graduation Requirements; *Rural Areas; Secondary Education

The paper introduces issues regarding graduation of handicapped students. Modifications to graduation requirements include course substitutions; curricular, method, evaluation or materials modification; and additional time allotted for completion of the degree requirements. Requirements for graduation from Show Low High School are listed under the headings of English, science, math, social studies, physical education/body conditioning, business vocational, fine arts, consumer economics, U.S. history, government, electives, industrial arts, and electives. The bulk of the document is composed of lists of competencies arranged by levels within the following 13 areas: reading, spelling, language, writing and composition, math, U.S. history/government, science, personal and social skills, fine motor and perceptual skills, business vocation and consumer economics, health, leisure time activities, and fine arts appreciation. (CL)

ED 262 161 CE 042 391

*Carton, Michel*
Education and the World of Work. Studies and Surveys in Comparative Education.
**International Bureau of Education, Geneva (Switzerland).**
REPORT NO.- ISBN-92-3-10220-2
PUB DATE- 84
NOTE- 237p.
AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Apprenticeships; Career Education; *Continuing Education; Educational Planning; *Education Work Relationship; Foreign Countries; *Job Training; *Lifelong Learning; Postsecondary Education; Secondary Education; Socioeconomic Influences; *Vocational Education
IDENTIFIERS- Europe

This book traces, through the diversity of periods and differing cultural, political, and economic backgrounds, the interaction between education and productive work. Part One discusses the various conceptions of work and work crises and makes a few attempts to shed some light on the socioeconomic factors determining them. Part Two presents an historical account of the institutional context of the relations between work and education. It points out the links that have always existed between the world of production, as connected with work, and that of reproduction, as associated with education. Part Three discusses various approaches to the interactions between work and education and describes an economic and logical approach to work and education. Strategies are proposed that place education and productive work in a systemic perspective and lead to a new "vocationalism" of the population. Part Four makes observations about the relations between initial education and productive work, organized around the personal and social development of youth or young people. Part Five considers the relations that workers can maintain with education during their productive life. A conclusion reports some prospects concerning developing countries. A conference paper on the interaction between education and work and three related excerpts are appended. (YLB)

ED 262 231 CE 042 643

*Lyons, Thomas M.; Knight, Glen A.*

The Chrysler-Weldtech Approach to Retraining Displaced Workers. A Model Project to Develop Specialized Welding Skills Required for Modern Auto Assembly Operations. Final Technical Report.

**Chrysler Learning, Inc., Detroit, MI.**

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 31 Jul 85

NOTE- 153p.; Prepared at the Weld/Tech Welding Education Center.

CONTRACT- 300-84-0140

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Curriculum Development; *Dislocated Workers; *Industrial Training; Institutes (Training Programs); Models; *Pilot Projects; Postsecondary Education; Program Development; Program Effectiveness; *Retraining; Trade and Industrial Education; *Welding

IDENTIFIERS- *Chrysler Learning Inc

A model project was conducted to demonstrate how Chrysler, in partnership with the education community and the government, could provide technical training to enable displaced workers to contribute to the "H-Body" car launch, to improve their job skills, and to enhance their future employability. The training was conducted on a pilot basis for 2 groups with a total of 18 participants. The major emphasis was placed on the process of developing and testing the retraining model. In planning the model, information was gathered by an advisory committee over a three-month period in 1984 about the occupational requirements for workers performing assembly welding at the plant, the overall atmosphere in which welding would be performed, and the experience and skills of the dislocated workers who would be retrained. The project advisory committee agreed that as a result of pilot training, participants should be able to demonstrate welding-related competencies in a variety of knowledge and "hands-on" skill areas. They then developed the curriculum and chose course materials based on these goals. A total of 280 training hours were to be provided by WeldTech, the Chrysler training school, with an additional 40 hours of onsite followup at the plant. Participants were chosen from long-term displaced workers from Chrysler plants. After participation in the training program, participants showed large gains on post-tests compared to pretests. The workers who successfully completed the program have gone on to welding jobs on the assembly line. In a few cases, workers had to take other jobs because of physical conditions that prevented their success. (Half of this document contains such exhibits as a welding duties/tasks list, project performance objectives, skill forms, tests, sample text material, student evaluation form, and certificate.) (KC)

ED 262 245 CE 042 662

*Cooney, Joe; And Others*

New to America. Acculturation Exercises for Older Workers.

**San Mateo County Office of Education, Redwood City, CA.**

SPONS. AGENCY- San Mateo County Private Industry Council, Redwood City, CA.
PUB DATE- Jun 85
NOTE- 88p.
AVAILABLE FROM- Career and Occupational Research and Development, San Mateo County Office of Education, 333 Main Street, Redwood City, CA 94063 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Adult Education; Cultural Awareness; *Employment; *Immigrants; Learning Activities; *Occupational Information; *Older Adults; Self Evaluation (Individuals); Vocational Adjustment; *Work Environment

This book contains group instructional exercises designed to help older workers who are new to America make a satisfactory and satisfying adjustment to work in America. The plans present information and strategies for dealing with cultural issues that need to be addressed prior to active involvement in employment or training. They are designed for a classroom or workshop situation but may be used with individuals or small groups. Most plans can be completed in an hour. The 24 exercises are divided into 3 sections. The section on self-assessment includes exercises on drawing a profile, describing one's skills, describing one's strengths, what to look for in a job, time, body language, job roles, and discrimination. The section on the workplace has exercises on getting along, company rules and benefits, language demands of jobs, spoken instructions, asserting oneself, job and the family, relating to supervisors, upward mobility, and using the telephone. The section on job information includes exercises on gathering job information, local job opportunities, employer survey, learning about jobs, information interview, training opportunities, and employment resources. The plan for each exercise follows this format: rationale, objective, materials and equipment, and steps in the activity. Handouts or supplemental materials are provided as necessary. (YLB)

ED 262 299 CG 018 534

*Stoltenberg, Cal D.; And Others*
Elaboration Likelihood and the Counseling Process: The Role of Affect.

PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Client Characteristics (Human Services); *Cognitive Processes; *Cognitive Style; *Counseling; *Depression (Psychology); Individual Differences
IDENTIFIERS- *Elaboration

The rcle of affect in counseling has been examined from several orientations. The depth of processing model views the efficiency of information processing as a function of the extent to which the information is processed. The notion of cognitive processing capacity states that processing information at deeper levels engages more of one's limited cognitive processing capacity. The cognitive network theory posits that one's cognitive networks contain knowledge and memories connected through associative pathways. Some studies have shown that depressed individuals do not process as deeply as nondepressed individuals; others have shown the opposite effect. Differences have been found in the cognitive processes of depressives and nondepressives in the areas of problem solving abilities, attributional style, recall of feedback, expectancy changes following success and failure, self-perception of social competence, and recall of reinforcement and punishment histories. It has been theorized that depression can reduce an individual's task relevant processing and can produce a differential allocation of processing resources during the task. Research has shown that emotion influences such cognitive processes as free association, imaginative fantasies, social perceptions, and snap judgments about other's personalities. Depression may prime an individual to deeply process negative information to the exclusion of more positive information. A review of the literature suggests that eliciting negative feelings in some clients may encourage central processing of relevant information and eventual resolution of problems. (NRB)

ED 262 341 CG 018 576

*Mulvey, Edward P.*

# Toward a Theory of Delinquency Cessation.

SPONS. AGENCY- Florence V. Burden Foundation, New York, N.Y.
PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; *Age Differences; *Antisocial Behavior; Behavior Change; *Delinquency; *Developmental Stages; Intervention; *Role Perception

Delinquency intervention and research have undergone changes in recent years. One new line of research has been aimed at mapping out juvenile criminal careers. Findings from this research suggest that involvement in technically delinquent activity may be a transitory, developmental phenomenon related to adolescence. Youth appear to be increasingly involved in antisocial acts up to the age of 16 and then to show a marked decline in antisocial behaviors. The new task for research becomes one of mapping out the separate processes by which youth become involved in, stay involved in, and stop involvement in delinquent behaviors. A developmental perspective should be of major importance in the formulation of delinquency theory and the influences that promote cessation should play a key role in secondary prevention efforts. Delinquency cessation generally occurs at an age that marks a youth's passage into adulthood. It is possible that fear of adult criminal sanctions has a marked impact on the calculation of the likely risk of continued criminal activity. It is also possible that older adolescents have a greater investment in a conventional lifestyle and feel they have more to lose by continued criminal activity. In exploring the cessation of delinquent behavior in late adolescence, it would seem imperative to focus investigation on the juvenile's perceptions of the impending role change into young adulthood. (NRB)

*McFeely, Donald C.; Elliott, Joan*

Usefulness of Context Clues as Determined by an Analysis of Basal Reading Series and Methodology Textbooks.

PUB DATE- May 85
NOTE- 23p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Classification; Comparative Analysis; *Content Analysis; *Context Clues; Elementary Education; Reading Instruction; Reading Research; Teacher Education; *Teaching Methods; *Textbook Content; *Textbook Research

A study was designed to determine if the classifications and definitions of context clues suggested in ten reading methods textbooks were used in three basal reading series. The method textbook analyses provided 27 different context clues. The analysis of the basal reading series--D. C. Heath (1983), Ginn (1984), and Scott, Foresman (1983)--showed that they did not specify any particular classification of context clue. The D. C. Heath series did teach homophones, homographs, and idioms through the use of context. A great many of the activities required the student to use experience to complete a thought. Concerning quantity, Scott, Foresman was ahead with 364 contextual activities, followed by D. C. Heath with 189 activities and Ginn with 75 activities. However, Scott, Foresman categorizes vocabulary introduction activities as vocabulary in context. (HOD)

ED 262 427 CS 209 371

Language Everywhere--Math. Compiled from Columns in Four Issues of "Live Wire," October and December 1984, and February and April 1985.

**National Council of Teachers of English, Urbana, Ill.**

PUB DATE- 85

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- Elementary Education; Interdisciplinary Approach; Learning Activities; *Mathematics; Newspapers; *Reading Skills; *Teaching Methods; Telephone Communications Systems; Writing Exercises; *Writing Instruction

The teaching activities presented in this document focus on teaching students the language of mathematics through reading and writing. The first activity teaches students about space, time, numbers, and languages by having them give directions to a robot, compare distances traveled, read a map, and write a story with illustrations about a robot. The second activity develops students' math concepts, while exercising the critical ability of distinguishing between the general and the specific, by coupling numbers with words that create visual images (two poodles plus two beagles equals four dogs). The third activity uses newspaper grocery ads as an example of environmental print and requires students to analyze and add prices and develop menus. The last activity uses the telephone to engage students in reading rate charts, solving problems, and computing costs. (HTH)

ED 262 500 EC 180 908

*Harrie, Roger P.; Weller, Carol*
What Is Dyslexia: 1984 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-81-0031
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Dyslexia; *Etiology; *Reading Difficulties; *Student Characteristics
IDENTIFIERS- ERIC Digests

The digest focuses on the nature of dyslexia and its characteristics. An initial section notes the variations in definitions as a function of the discipline. Diagnosis of dyslexia is said to isolate the specific difficulties associated with the problem and to suggest appropriate educational intervention. Typical characteristics of dyslexia are noted, including a family history of reading problems, predominant occurrence in males, an average or above average IQ and possibly a proficiency in math, lack of enjoyment of reading as a leisure activity, problems of letter and word reversal, and difficulty transferring information from what is heard to what is seen and vice versa. The contribution of three major factors to dyslexia is addressed: ocular problems, language problems, and visuo-spatial-motor problems. A list of references and resources concludes the digest. (CL)

*Cameron, Catherine*
Problem Solving and Decision Making Strategies for Adult Learners.
PUB DATE- 6 Nov 85
NOTE- 36p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Adult Learning; Critical Thinking; *Decision Making; *Decision Making Skills; Evaluative Thinking; Higher Education; Holistic Approach; Learning Activities; Learning Processes; *Problem Solving

This paper provides a brief overview of some of the current thought on teaching problem-solving and decision-making skills and presents selected exercises that have been used successfully in a graduate course in problem-solving and decision-making strategies. In addition to learning theories that are presented in order to help learners understand various types of problems and research related to problem-solving and decision-making strategies, the paper includes several paradigms that adult learners have found helpful in improving their problem analysis, solution generation, and decision-making skills. Techniques discussed include general problem-solving strategies, structured problems, ill-structured problems, exercises in defining and analyzing problems, idea-generating techniques, techniques for making better choices, techniques for identifying implementation blocks, and observations about the roles of reason and intuition in problem solving. An appendix to the report contains problem-solving and decision-making techniques and related learning activities. (KC)

ED 262 218 CE 042 627

Computer Processing 10-20-30. Business Education Curriculum Guide.
**Alberta Dept. of Education, Edmonton. Curriculum Branch.**
PUB DATE- 85
NOTE- 45p.; For related documents, see CE 042 625-633.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Computer Graphics; *Computer Science Education; Course Content; Curriculum Guides; *Data Processing; Foreign Countries; Guidelines; High Schools; Information Processing; Information Systems; Program Content; *Programing; *Programing Languages; Simulation; Student Evaluation; *Word Processing
IDENTIFIERS- Alberta; Spreadsheets

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of computer processing. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for computer processing 10-20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the 18 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are computer information systems, overview of software, applications (data entry, word processing, business simulations, data base, electronic spread sheet), introductory programming language, fundamentals of input/output, introduction to advanced computer programming techniques, advanced computer programming techniques, extended programming project, introduction to a second programming language, applications in second programming language, extended project in second programming language, graphics, systems analysis and program development, and machine/assembly language. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

ED 262 259 CE 042 686

*Hiemstra, Roger, Ed.*
Self-Directed Adult Learning: Some Implications for Practice. Occasional Paper No. 2.
**Syracuse Univ., N.Y.**
PUB DATE- Mar 82
NOTE- 57p.; For related document, see CE 042 687.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Abstracts; *Adult Education; *Adult Learning; Adult Students; Classroom Techniques; Educational Diagnosis; *Educational Policy; Educational Research; Educational Strategies; Evaluation Methods; Graduate Study; Guidelines; *Independent Study; *Learning Strategies; Policy Formation; Postsecondary Education; Questionnaires; Research Reports; Student Evaluation; Student Needs; Student Participation; Teacher Student Relationship; *Teaching Methods

This publication describes the activities, deliberations, and products of a semester-long, graduate-level class dealing with policy development related to self-directed adult learning. The first section of the document provides a brief overview of the scope and content of the course. After a section of definitions of terms relating to self-directed learning (SDL) and adult education, the history of SDL is traced from colonial times to the present. Particular emphasis is placed on self-directed learning in higher education. Suggestions are provided for involving adult students in program development. A section on the applications of SDL in adult education practice and research discusses specific implications for learners, agencies, educators, and researchers. The report concludes with specific research recommendations and a brief bibliography. Appendixes to the document include a list of workshop participants, descriptions of the learning activities implemented during the course, abstracts of the students' term project papers, an outline of the lecture and discussion topics covered during the course, and a set of learning projects interview materials. (MN)

*Church, Olive D.*
A Field-Study/Data-Collection Model for Developing an Education-Business Liaison Network.
PUB DATE- Nov 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Comparative Analysis; Cooperative Planning; Coordination; *Data Collection; Educational Benefits; Educational Cooperation; Educational Needs; Employment Opportunities; *Field Tests; *Information Networks; Interviews; *Linking Agents; Models; Postsecondary Education; Questionnaires; Research Methodology; *School Business Relationship; Secondary Education; State Surveys; *Vocational Education
IDENTIFIERS- *Wyoming

Thirteen Wyoming teachers and counselors interviewed managers in 215 businesses covering 9,515 jobs. This field study served as a basis for developing a field study-data collection model to be used in establishing an education-business liaison network. Each interviewer participating in the study was instructed to contact from 10 to 20 local companies, to administer a project-developed interview questionnaire, and to develop rapport for continuing liaison activities. Data were then subjected to a statistical analysis and compared with data collected previously in the Wyoming Business and Office Education (BOE) Steering Committee Survey. The following conclusions emerged from the study: vocational programs, and the students enrolled therein, can benefit from contacts developed with the business community inasmuch as such contacts can lead to more relevent curricula, more effective career guidance and placement services, and the provision of more resources by business; the trend toward use of sophisticated office technology is evident even in predominantly rural areas; the business community may not expect as much from schools as practitioners have been led to believe; and although the checklist method of gathering information seems to be reliable, a Delphi method of open-ended sections may enhance the development of a checklist instrument. (Appendixes include 13 tables and the interview questionnaire.) (MN)

ED 262 286 CE 042 734

Literature Review for Development of Criteria to Measure the Impact of Vocational Education Demonstration Projects.

**Development Associates, Inc., Arlington, Va.**

SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- 12 Feb 79
NOTE- 217p.; For related documents, see CE 042 733-738.
CONTRACT- 300-78-0574
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Criteria; *Demonstration Programs; Educational Innovation; Educational Research; *Information Dissemination; Literature Reviews; *Program Effectiveness; Program Evaluation; *Program Implementation; Research and Development; Research Utilization; Standards; State of the Art Reviews; Success; *Vocational Education
IDENTIFIERS- *Impact

This document contains a literature review conducted as part of a study to develop criteria to measure the extent of implementation and the effectiveness of demonstration projects in vocational education. The literature review serves two purposes: it establishes the state of the art in measuring the effectiveness of educational innovations and it identifies project characteristics related to success. These subject categories are considered: project characteristics, dissemination strategies, dissemination measures, outcome measures, continuation, and adoption. A summary of factors related to program success follows. The results are discussed under the following headings: general literature, project characteristics, dissemination strategies, factors related to continuation, and factors related to adoption/adaption. A summary is also provided. A matrix showing the materials abstracted by subject category is presented along with a bibliographic listing of materials. Abstracts of the literature comprise over four-fifths of the report. In addition to bibliographic information (author, title, source, date of publication), a summary of content is provided. (YLB)

ED 262 356 CG 018 591

*Zalesny, Mary D.; Kirsch, Michael P.*
Effects of Rater-Ratee Similarity on Performance Ratings.
PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Congruence (Psychology); *Individual Characteristics; *Job Performance; *Personnel Evaluation; *Work Attitudes
IDENTIFIERS- *Performance Appraisal; *Rater Ratee Similarity

Social psychological research on attitude/belief similarity points to perceived similarity between people as leading to greater attraction and more favorable evaluations. When applied to the area of performance evaluations, organizational research on raters and ratees has focused primarily on the characteristics of the participants of the evaluation process, and not on their similarities or interaction. To examine the relationship between rater and ratee demographic and work-related characteristics and their interaction on performance ratings, correction officer supervisors and their staff completed a survey which measured demographic and work-related information, attitude and belief similarity, and perceptions of supervisor-officer work relations. Three months later subjects completed a second survey measuring supervisor and peer ratings of the performance of a focal officer. Complete information was obtained from 26 supervisors and 26 coworkers, matched with 26 focal officers. The results showed that both individual characteristics and the interaction of rater and ratee characteristics and attitudes had a significant effect on performance ratings. Some findings for rater-ratee interactive effects suggest that rater-ratee differences, and the direction of the differences may be more strongly related to performance ratings than are similarities between the rater and the ratee. (NRB)

ED 262 369 CG 018 604

*May, James M.; Keys, Christopher B.*
Video Interventions in Community-Based Job Training for Minority, Young Adult Ex-Offenders.

PUB DATE- Aug 85
NOTE- 37p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Blacks; Community Programs; Delinquency; Employment Interviews; Hispanic Americans; Inner City; Interpersonal Competence; *Job Skills; *Modeling (Psychology); *Skill Development; Test Anxiety; *Urban Youth; *Videotape Recordings; Young Adults
IDENTIFIERS- *Exoffenders

Studies in the area of video training for offenders note the possibilities of modeling as a training method for delinquents. The impact of three job-related, interpersonal skill training programs for 50 Black and Hispanic inner city adolescent and young adult ex-offenders in a community-based employment program was examined. In addition, the impact of test anxiety on trainees' preparation for and adaptation to work was evaluated. Prior to the five experimental sessions, subjects completed the Test Anxiety Scale, Job Interview Skills Questionnaire (JISQ), Efficacy Questionnaire, and the Demographic Questionnaire. All subjects participated in the first desensitization session. For the remaining four sessions, subjects were randomly assigned to one of three conditions: symbolic meaning videotape, video discussion, or best alternative training intervention. Following the last session, subjects completed the JISQ, Identification Questionnaire, and the Efficacy Questionnaire and individually role played a job interview. Follow-up outcome data were obtained from agency placement specialists 30 days after completion of training. The results indicated that the two video interventions (symbolic meaning, video discussion) had essentially equal positive impact on knowledge of and ability to use job interview skills. Test anxiety was found to interfere with performance when trainees were assessed in a mode that differed from their training mode. The findings suggest that a brief community-based video training experience can strengthen the interpersonal skills for job acquisition and retention with adolescent and young adult ex-offenders. (NRB)

ED 262 412 CS 209 275

*Ray, Karen J.; And Others*
New Methods, Old Theories, and Teacher Education: Some Observations of Writing in a Third Grade Classroom.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Agents; *Educational Change; Educational Theories; Grade 3; Inservice Teacher Education; Primary Education; *Teacher Improvement; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Research

An observational study was conducted of a third grade teacher as she changed her classroom practices to reflect the changes in her theory of writing instruction which were prompted by a graduate course. One of the three researchers was primarily responsible for observing the class on a regular basis during the scheduled writing time. A second researcher provided classroom demonstrations and also helped with analyzing the data and interpreting what was going on in the classroom, while the third researcher served as a sounding board for the other two researchers. At the conclusion of the study, the researchers realized that the teacher had not implemented changes in her theory of writing instruction. She had found it hard to give up control of topic selection, publishing decisions, and discussions among students during peer revision. As teacher educators, the researchers knew there could be no change in the classroom unless there were a real change in the teacher's theory. Their experience forced the researchers to ask themselves how much they knew about the process whereby an individual teacher abandons a theory and adopts either a modification of the original or an entirely new theory. Kuhn's analysis of scientific revolution may be helpful: if an individual abandoning one theory in favor of another may be seen as a microcosm of paradigm shifts taking place across an entire scientific field, and his work may well lead others in fruitful directions. (DF)

ED 262 486 EA 018 057

Institutional Assessment of Prospective Educational Personnel in Undergraduate Programs. A Study to Assess the Quality of the Preparation and Performance of Educational Personnel: Study Report No. 2.

**Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.**

PUB DATE- 82

NOTE- 19p.; For related documents, see EA 018 056-058.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Admission Criteria; *Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Graduation Requirements; Higher Education; Questionnaires; *Recruitment; Student Teaching; Surveys; Teacher Certification; *Teacher Education Programs; *Undergraduate Study

IDENTIFIERS- Illinois; Illinois State Board of Education

This is the second of three technical reports that focus on the hiring and evaluation of educational personnel in Illinois. Practices used by colleges and universities to recruit, select, and assess prospective educational personnel at the undergraduate level are presented in this report. A questionnaire was sent to persons responsible for all state-approved educational preparation programs. Survey instruments had been partially completed by State Board of Education staff based on preexistent data files from the institutions, and respondents were asked to revise or provide information as necessary in order to supplement and update file information. Data presented reflect information from 148 completed survey instruments representing programs in elementary, secondary, special subject area (K-12), and special education programs at 53 colleges and universities. Findings are reported with respect to the five parts of the questionnaire: (1) admission to the institution; (2) admission to education programs; (3) admission to student teaching; (4) graduation and recommendation for certification; and (5) general perspective of the program. Tables which show both the questions asked and the distribution of responses are provided in an appendix. (TE)

ED 262 531 EC 180 939

*Adams, Ruth R.*
The Development and Analysis of the Adams Informal Inventory.
PUB DATE- 3 Apr 85
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developmental Stages; Longitudinal Studies; *Maturity (Individuals); Measures (Individuals); *Readiness; *Reading Difficulties; *Test Construction

The paper reports on a longitudinal study of children 3, 4 and 5 years old to investigate deviation, development, and significant patterns of growth, specifically in reading. The authors posited one general construct--development--and attempted to analyze how the underlying traits related to reading unfolded in each child and how they were related to each other from their early beginnings at age 3. An inventory was developed based on a review of the literature and item analysis conducted. Component factor loadings were then ascertained to indicate the structure of the subtest itself in relation to other subtests. Future steps will include administering the instrument to a new population of young children at the same 6 month intervals. (CL)

ED 262 547 EC 180 956

The FCLD Learning Disabilities Resource Guide: A State-By-State Directory of Special Programs, Schools, and Services, Revised.

**Foundation for Children with Learning Disabilities, New York, NY**

REPORT NO.- ISBN-0-8147-2579-1 hard copy; ISBN-0-931112-03-8 paperback
PUB DATE- 85
NOTE- 416p.; Created and published by Education Systems, Inc.
AVAILABLE FROM- Foundation for Children with Learning Disabilities, 99 Park Ave., New York, NY 10016 ($5.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; Camping; Elementary Secondary Education; Infants; *Learning Disabilities; *Organizations (Groups); Postsecondary Education; Preschool Education; Program Descriptions; *Services; *Special Schools; Young Children

The directory presents state-by-state listings for special programs, schools, and services for persons with learning disabilities. Listings cover all ages and grade levels, from infants to adults, from preschool to college. In addition to the listings, which consititute the bulk of the material, are sections on the nature and extent of LD, the rights of children with LD (regarding Individual Education Programs, due process, and discrimination complaints), and alternatives for LD adults (such as college, vocational training, and state and regional adult programs and services). Sources of information and help are presented in terms of national organizations, U.S. and Canadian agencies, LD information centers, and special materials for individuals with LD. State listings touch on organizational offices, State Department of Education LD personnel, private and day schools, summer camps and programs, college and university special programs and services, hospital clinics and other services. The guide concludes with an annotated list of books and other materials related to LD and a dictionary of LD terms. (CL)

ED 262 176 CE 042 536

*Schlichting, Harley*
Vocational Education Curriculum Development. Final Report.
**Missouri Univ., Columbia.**
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- 30 Jun 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Agricultural Education; Agricultural Production; Allied Health Occupations Education; Clerical Occupations; Curriculum; *Curriculum Development; Design; Drafting; Field Crops; Field Tests; Forestry; Industrial Arts; Metal Working; Nursing Education; Office Occupations Education; Secondary Education; Textiles Instruction; *Units of Study; *Vocational Education

A project was conducted at the University of Missouri-Columbia to develop, revise, and complete curriculum materials for nine secondary vocational education programs and specialized areas: forestry, advanced crops, clerical/secretarial, junior high home economics, textile fibers, drafting and design, metals, licensed practical nursing/advanced nursing degree, and allied health occupations. During the project, advisory committees for each area met to develop content outlines. Lessons were then written, edited, and typed, and graphics were completed by project staff. The advisory committees again met to evaluate the lessons, and then made final revisions of the units. Some units were field tested before final versions were developed. (Outlines of the curriculum materials make up the bulk of this report.) (KC)

ED 262 205 CE 042 602

Present Information with Films. Second Edition. Module C-25 of Category C--Instructional Execution. Professional Teacher Education Module Series.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- ISBN-0-89606-202-3

PUB DATE- 86

NOTE- 40p.; For other modules, see ED 259 134, ED 259 205, CE 042 280, and CE 042 598.

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Audiovisual Aids; *Classroom Techniques; *Competency Based Teacher Education; Individualized Instruction; *Instructional Films; Learning Activities; Learning Modules; *Media Selection; Teaching Methods; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional execution. The purpose of the module is to help instructors become competent in operating film equipment and in using films to present information in the classroom or laboratory as well as to help them gain skill in determining when a film is the best audiovisual device for use for a particular lesson. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes two learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, samples, worksheets, and checklists. Optional activities are provided. Completion of these two learning experiences should lead to achievement of the terminal objective through the third and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 262 314                                                        CG 018 549

*Arnold, Gerald*
A Profile of Illinois Dropouts.
**Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.**
PUB DATE- Aug 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Black Students; Comparative Analysis; *Dropout Characteristics; Dropout Research; Early Parenthood; High Risk Students; High Schools; High School Students; Hispanic Americans; Pregnancy; Racial Differences; Sex Differences; *Student Attitudes; *Student Characteristics
IDENTIFIERS- High School and Beyond (NCES); *Illinois

To identify behavioral and attitudinal differences between students who became high school dropouts and students who remained in school, sophomores from Illinois who participated in the National High School and Beyond Study (N=1,950) were interviewed and tested. Their responses were weighted to represent the total sophomore enrollment for Illinois and a profile of student behavioral and attitudinal characteristics was compiled. In 1982, participants from the 1980 study completed follow-up questionnaires. A portion of their responses (N=166) were weighted to represent an estimated number of respondents who would drop out of school by the spring of 1982. Comparison of dropout profiles with profiles of students who continued high school showed that dropouts were more likely to report failing academically, being absent or tardy, lack of interest in school, and being subject to disciplinary actions. Of the Hispanic and Black Illinois sophomores, 25 percent eventually dropped out, exceeding the rates of other racial-ethnic groups and the national rates for these groups. Although male students proportionally were more likely to drop out than females, over one-half the dropouts were females. Of these, over one-third reported having one or more children. The findings indicate that poor academic performance, absence from school for 3 or more days, lack of high school completion by one or both parents, and pregnancy for females are warning signals for students at-risk for dropping out. (Fifteen data tables presenting the profile comparisons are included.) (MCF)

ED 262 328 CG 018 563

*Laufer, Edith*

Domain Specific Knowledge and Memory Performance in the Work Place.

PUB DATE- Mar 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Age Differences; Aging (Individuals); *Classification; *Job Performance; *Memory; Older Adults; Performance; *Recall (Psychology); Work Experience

Although studies using recall tasks to measure memory typically report age-related declines in performance for older subjects, little is known about how these research results relate to performance in actual situations. A study was undertaken to determine whether years of experience in a domain of knowledge could compensate for age-related differences in performance on recall tasks, as well as to examine whether within that domain, areas that are better known would be more highly structured and richly recalled than less well-known areas. Telephone sales clerks (N=30) ranging in age from 23 to 69 years were recruited from three fastening companies, divided into three age groups, and asked to perform a sort-recall task of high (HF) and low (LF) frequency usage fastening items. The results revealed no age differences on sorting or recall for either the HF or the LF items. On a within-subject basis, all measures of recall were significantly higher for the HF items than for the LF items. HF items were found to have a different organizational relationship than LF items which supports the notion of a more cohesive and structured recall and a richer memory for well-known items. These findings suggest that work experience and frequent exposure to certain product items affects both qualitative and quantitative aspects of organization and recall of this knowledge domain. (NRB)

*Liebling, Cheryl Rappaport*
Means to an End: Strategies in Childhood Directive Comprehension. Technical Report No. 341.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 59p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Child Development; Cognitive Processes; Elementary Education; Grade 1; Grade 3; Grade 5; *Language Acquisition; *Language Processing; *Language Usage; *Reading Comprehension; *Reading Research; *Social Influences; Speech Communication
IDENTIFIERS- *Directive Speech; Linguistic Awareness

Sixty children, 20 from each of grades 1, 3, and 5 served as subjects in a study that examined how elementary school age children realize the intent of directives embedded within written and picture book narratives. Directives were defined as the range of language forms used to direct actions (imperative statement, need/want statement, permission request, explicit question, nonexplicit question, and hint). The children read the written stories and listened to the picture book stories prior to answering questions concerning pragmatic relations expressed in the texts. The findings indicated that alternative directive processing strategies evolved as the children gained experience in varying language choice in different social settings. These strategies--reciprocity, reflexivity, and reasoning--reflected a gradual shift in the children's thinking from reliance on situational context to consideration of the relationship of form, function, and context in comprehension. A reasoning processing strategy emerged as the children developed a cognitive model of pragmatic relations in conversation. (Author/HOD)

*McKown, Dale L.*
An Effective In-Service Model.
PUB DATE- May 85
NOTE- 7p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Inservice Teacher Education; *Models; Needs Assessment; Program Descriptions; *Program Development; Program Evaluation; *Program Improvement; Reading Instruction; Staff Development; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Improvement

Teachers and administrators in a midwestern school district met to assess the reasons for negative attitudes toward the district's staff inservice program. They agreed that the program's goals were too broad, the sessions were (for the most part) designed to motivate teachers to try but not to master a particular teaching skill or strategy, the sessions were too short for teachers to grasp thoroughly the concepts presented, and staff input into the inservice process would make the sessions more useful. A subsequent inservice planning committee developed the following inservice guidelines: (1) curriculum evaluation committees must provide an inservice component to address any recommended program changes, (2) resulting inservice objectives and costs must be outlined and presented to a district inservice committee that will determine priorities, (3) inservice will extend through at least one school year to allow for feedback and follow-up, and (4) inservice programs will provide periodic formal evaluation sessions. In the first phase of the inservice model adopted by the committee, inservice objectives for a particular area are established. In the second phase, compatibility, availability, and costs are determined by the appropriate consultants. In the third phase, consultants present the theoretical basis for the skills, strategies, or methods in operation; provide demonstration sessions; offer assistance as teachers practice new methods in inservice sessions and in the classrooms; present follow-up sessions; and provide assistance as inservice participants share sessions with other staff members. In the fourth phase, committee members and consultants evaluate the inservice process, and in the fifth phase, "mentor" teachers provide subsequent inservice for new staff. The model was applied to an elementary reading in-service program and was found to be successful. (HTH)

ED 262 442 CS 505 074

*Williams, Victoria*
Communication Skills Workshop for Tutors: The Manual. REDEAL Technical Report #7. Research Report Series.
**Athabasca Univ., Edmonton (Alberta).**

SPONS. AGENCY- Alberta Advanced Education and Manpower, Edmonton.
PUB DATE- Oct 80
NOTE- 145p.; Project REDEAL (Research and Evaluation of Distance Education for the Adult Learner) is also sponsored by Innovative Projects Fund.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Skills; *Distance Education; Higher Education; *Interpersonal Communication; Interpersonal Relationship; Models; *Problem Solving; Speech Communication; Training Methods; *Tutorial Programs; Tutors; *Workshops
IDENTIFIERS- Athabasca University AB; *Tutor Training

Adults learning at a distance at Athabasca University (Alberta, Canada) make use of telephone tutors. Concerned over the lack of time and/or effort spent in training tutors, and recognizing that tutors had emerged as an important component of distance delivery at the university, a joint effort went into the development of a training manual that would provide tutors with all the possible tools they would require to do an effective job. The manual provides the trainee with (1) an introduction that explains the interpersonal communication skills learning/problem-solving model, (2) an outline of an overview of the workshop for the trainees, (3) a trainer's guide for the actual running of the workshop, (5) handouts for the trainees, and (6) pre- and postevaluation instruments. The workshop develops as a series of skills in a spiral direction. As each skill is learned, it is practiced in isolation, then in combination with other skills, and, finally, applied to an actual situation. The seven tutoring skills taught involve two domains of skills: communicating an understanding of the student's perspective and communicating the tutor's perspective. Each skill is presented with a statement of the goal for using it, a definition of it, examples, and a statement of its context in the problem-solving model. (HOD)

ED 262 457 EA 017 987

*Bowen, Jeffrey M.; Lipkowitz, Debra L.*
Staying in School: The Dropout Challenge. A Position Paper.
**New York State School Boards Association, Albany.**
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropouts; Educational Innovation; Elementary Secondary Education; High School Equivalency Programs; Individual Differences; Nontraditional Education; Parent Participation; Potential Dropouts; School Counseling; School Organization; Student Adjustment; Student Alienation; Student Needs; Student Promotion; Student School Relationship
IDENTIFIERS- New York; Operation Success

Students drop out of school for a wide variety of reasons. Programs to discourage dropping out must therefore accommodate the actual needs of individual students rather than aim at the assumed needs of the "typical dropout." This document reviews school policies and programs that could affect dropout tendencies positively. Among these innovative methods are providing alternatives to traditional student promotion policies, offering early childhood education programs, structuring education in nontraditional ways, coordinating social services for student support, operating high school equivalency programs, creating alternative learning environments suited to the specific needs of dropouts, adopting inschool suspension policies, and involving parents in dropout prevention. Examples are drawn from successful programs in New York State. (PGD)

ED 262 516 EC 180 924

*Booth, John D.; Brown, K. Edwin*
The Administrator's Role in the Education of Gifted and Talented Children. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Gifted; Inservice Teacher Education; *Program Development; Program Implementation; Talent
IDENTIFIERS- ERIC Digests

In this digest the functions of an administrator in gifted and talented education are explored. Administrators are seen to have responsibilities in awareness of the students, in community, and the curriculum. Among specific tasks outlined for administrators are developing plans for continuing identification of gifted students, ensuring that instruction is differentiated, and evaluating all facets of the program. Budgeting and motivating are key functions in program development. In providing differentiated instruction, the administrator should begin with needs assessment of instructional priorities on which to base differentiation decisions. Evaluation of teacher performance should take into account such factors as pace and sequencing of instruction and the teacher's abilities in task analysis and question analysis. Administrators should be knowledgeable about state plans and regulations regarding gifted programs, promote parent participation, appreciate gifted students' special counseling needs, and advocate good inservice training for staff. (CL)

ED 262 246 CE 042 663

*McMullen, Robert E.*

An Assessment of Public Relations Methods Used to Recruit Adult Vocational Preparatory Students in the State of West Virginia.

PUB DATE- Jul 84
NOTE- 68p.; M.S. Thesis, Bank Street College of Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Comparative Analysis; Counseling Effectiveness; Counseling Techniques; Educational Counseling; Postsecondary Education; Program Effectiveness; *Publicity; *Public Relations; Questionnaires; School Counselors; State Surveys; *Statewide Planning; Student Placement; *Student Recruitment; Vocational Directors; Vocational Education Teachers
IDENTIFIERS- *West Virginia

A study examined the public relations methods currently used by vocational administrators, guidance counselors, job placement personnel, and teachers in West Virginia to recruit adult students into vocational programs. The study involved four surveys completed by 43 administrators, 55 counselors, 21 teachers, and 299 students, thus representing survey response rates of 59, 82, 53, and 100 percent, respectively. Newspaper advertisements and articles were the publicity means used most frequently. Not surprisingly, all the practitioners surveyed felt that these means were also the most effective recruitment tools. However, 20 percent of the students surveyed reported that former students had influenced their decision to enroll in a vocational program, whereas only 18 percent enrolled as the result of a newspaper ad. Despite the fact that vocational alumni are the best recruiters for adult vocational education, few vocational schools in the State have alumni associations. It was recommended that recruitment campaigns be targeted toward persuading more women to enroll in programs to prepare them for nontraditional occupations and that schools make more use of television commercials as a recruitment tool. (MN)

*Perdue, Lauren; Silverstein, Brett*
A Comparison of the Weights and Ages of Women and Men on Television.
PUB DATE- Mar 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; Body Image; *Body Weight; *Females; *Sex Differences; *Standards; *Television Research; Television Viewing
IDENTIFIERS- *Eating Disorders

Eating disorders are more common among women than men, perhaps because of the present cultural emphasis on thinness for women. Television is one potential communicator of this thin standard of attractiveness. To assess how men and women are presented on television, 139 male characters and 82 female characters from 33 popular television shows were rated for weight and age. A weight-rating scale was created from photographs of people which were rated by 12 undergraduate students. The photographs which displayed the highest amount of agreement among raters and which fell on equal intervals on a four-point scale were used; four photographs were of men and four were of women. These eight photographs were rated by 51 college students in a validation procedure. Finally, pairs of undergraduate research assistants were assigned to watch the television shows and record the character's name, weight-rating from the devised scale, sex, age-rating, and race. Pearson correlation coefficients obtained to measure inter-rater reliability were all significant at the .01 level or better. The two scores from the pair of raters were averaged into a single rating. Chi-square analyses of weight and age ratings revealed that women on American television were rated as younger and thinner than men. More research is needed to establish the relationship between cultural pressure to be thin, as reflected in the media, and serious eating disorders. (NRB)

ED 262 342 CG 018 577

*Patros, Philip G.; Shamoo, Tonia K.*
Children's Suicidal Behavior.

PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (17th, Las Vegas, NV, April 8-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Coping; *Depression (Psychology); *Family Life; Parent Child Relationship; Prevention; *Stress Variables; *Suicide
IDENTIFIERS- Loss

Children's suicidal behavior is surrounded by controversy with no single theory to explain or assess vulnerable children. Since accidents are the leading cause of death among children it is possible that some of these deaths are suicides. Beliefs by parents and professionals that children are not capable of suicidal behavior are being disproved as researchers substantiate suicidal behaviors in children: toxic ingestion, hanging, jumping, running into traffic, and cutting or stabbing have been documented. The most common impetus to suicide is depression. In addition, certain family patterns are significant: the loss of a significant parenting figure before age 12, pathological communication between parent and child, and ineffectual coping models. Young children who engage in suicidal behavior often have an immature concept of death, and suicide is often the end point of manipulation. Suicidal children experience significantly greater life stressors than do other children. Suicide can be an escape from an intolerable living situation or from a perceived loss. Education should be the first step to prevention and intervention; ways to facilitate this process include: (1) educating teachers in identifying children who are depressed and need help; (2) educating parents about the warning signs of suicidal children; and (3) educating children in cognitive coping skills and how to deal with stress and depression. (NRB)

ED 262 428                                        CS 209 373

Language Everywhere--Science. Compiled from Columns in Six Issues of "Live Wire," August, October, and December 1984 and February, April, and August 1985.

**National Council of Teachers of English, Urbana, Ill.**

PUB DATE- 85

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- Class Activities; Computers; Elementary Education; Interdisciplinary Approach; *Language Arts; *Learning Activities; Listening Skills; Prior Learning; Reading Skills; *Sciences; Speech Skills; Visual Literacy; Writing Exercises; Writing Skills

The teaching activities presented in this document focus on teaching students the language of science through reading and writing. The first activity engages students in writing everything they know about a particular science topic, devising questions for further study, reading and gathering information to answer the questions, developing specific statements about their knowledge of the topic, and sharing those statements in small groups. The second activity uses the product labels of household products to teach students new scientific words, the need for caution with such products, and the necessity of reading print in their immediate environment. The third activity involves students in writing what they learn about magnets from observations and the performance of specific tasks. The fourth activity requires students to describe what they already know about computers, develop questions to ask visiting experts, and categorize the information they learn from the answers. The fourth activity improves students' reading, listening, speaking, and writing skills as they read up on a science topic, interact with a visiting expert on the topic, and record what they learn from the expert's answers to their questions. The last activity uses a "feely" box to engage students in comparing and contrasting familiar and unfamiliar textures, and in talking and writing about textures. (HTH)

*Gerald, Debra E.*
Projections of Education Statistics to 1992-93. Methodological Report with Detailed Projection Tables.
**National Center for Education Statistics (ED), Washington, DC.**
REPORT NO.- NCES-85-408
PUB DATE- Jul 85
NOTE- 107p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 065-000-00238-8; $3.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Degrees (Academic); Early Childhood Education; Elementary Secondary Education; Enrollment Projections; Enrollment Trends; Futures (of Society); High School Graduates; Postsecondary Education; *Prediction; *Research Methodology; *School Statistics; *Tables (Data); Teachers; Teaching (Occupation); *Trend Analysis
IDENTIFIERS- National Center for Education Statistics

This document describes the techniques and assumptions used by the National Center for Education Statistics to prepare the statistical projections used in the center's reports, and it presents many of the resulting projections in tabular form. The report covers projections in key areas of educational statistics, including enrollments, high school graduates, earned degrees, and characteristics of instructional staffs in elementary, secondary, and higher education. The report covers this material in three basic sections. The first section, composed of five chapters, describes the statistical universe for each series of projections, the basic asumptions underlying each projected series, methods used to make estimates for missing data in past time series, data used in making projections, and information on the accuracy of past projections. The second section, Appendix A, contains tables of demographic time series data used to produce the projections. The third section, Appendix B, presents detailed projections of enrollments, high school graduates, earned degrees, and instructional staffs. The table of contents lists each of the chapters and the 66 tables, some of which consist of clusters of sub-tables. A glossary defining the terms used to identify types of degrees, enrollment conditions, instructional staff status, and schools is presented as Appendix C. (PGD)

ED 262 501 EC 180 909

*Brody-Hasazi, Susan; Gillet, Pamela*

Serving the LD Student in a Vocational Education Classroom. 1984 Digest, Revised.

**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-81-0031
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Learning Disabilities; *Mainstreaming; Secondary Education; *Student Characteristics; *Teaching Methods; *Vocational Education
IDENTIFIERS- ERIC Digests

The digest explores aspects of serving the learning disabled (LD) student in vocational education classrooms. It is noted that LD students may have difficulty following directions and understanding lectures and may forget more often than other students. A list of seven accommodations that can be made for LD students in vocational classrooms includes providing extra time to substitute for writing or copying, finding alternative ways to acquire written information, supplying a list of new terms to be studied before class, speaking slowly and clearly in well organized lectures, permitting the use of calculators or other concrete aids, and helping them organize their thoughts by "thinking aloud." The digest asserts that many LD students can successfully complete vocational education classes. A listing of resources and references on the topic concludes the digest. (CL)

*Ledington, Richard L.*
Crop and Soil Science. A Curriculum Guide for Idaho Vocational Agriculture Instructors. Volume 1 and Volume 2.
**Idaho Univ., Moscow. Dept. of Agricultural and Extension Education.**
SPONS. AGENCY- Idaho State Dept. of Vocational Education, Boise.; Washington State Commission for Vocational Education, Olympia.
PUB DATE- 84
NOTE- 888p.
LANGUAGE- English
EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Behavioral Objectives; Curriculum Guides; Fertilizers; Insecticides; Land Use; Learning Activities; *Plant Growth; *Plant Pathology; Postsecondary Education; Secondary Education; Soil Conservation; *Soil Science; Transparencies; *Vocational Education

The 24 units that comprise this crop and soil science curriculum guide are not geared to a particular age level and must be adapted to the students for whom they are used. Units 1 through 6 are general units covering topics common to soil science. Units 7 through 24 are units covering topics common to crop production. Each unit includes objectives and competencies, suggested activities for the instructor and students, information sheets, transparency masters, assignment and/or job sheets, answers to assignment sheets, a test, and answers to the test. Units are planned for more than one lesson or class period. Topics covered include elementary study of soils, soil fertility, irrigation, land preparation, soil conservation practices, land judging, introduction to crop science, basic plant processes, plant growth and development, crop and weed identification, insect pests of crops, plant disease identification and control, crop chemicals, seed selection, planting, potato production, small grain production, corn production, forage production, pasture management, rangeland management, specialty crops, crop storage, and crop marketing and exporting. (YLB)

*Aikman, Carol C.*
Writing Anxiety--Barrier to Success.
PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 6-10, 1985). Paper contains light print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Job Performance; On the Job Training; Postsecondary Education; Secondary Education; *Writing (Composition); *Writing Apprehension; *Writing Instruction
IDENTIFIERS- Daly Miller Writing Apprehension Test

Research into writing anxiety is an off-shoot of research into oral communication anxiety. At first, researchers thought that people with high oral communication anxiety tended to compensate by writing. However, when the Daly-Miller Writing Apprehension Test was used, it was found that the link between oral and written anxiety did not exist. The usual definition of writing anxiety is "a general avoidance of writing and of situations perceived by the individual to potentially require some amount of writing accompanied by the potential for evaluation of that writing" (Daly and Miller, 1975). Estimates of the percentage of anxious writers in the population are approximately the same as for anxious speakers--about 10 to 25 percent. One of the most frequent clues that a person is suffering from writing anxiety is that writing tasks or assignments are late or non-existent. Recent research is leading to the conclusion that anxiety is not the real culprit behind poor writing but is only a component of a negative attitude about writing. Writing may be improved by a change in the perceptions of the teacher/evaluator about writing attitudes. One of the ways to counteract writing anxiety is to improve the skills of the writer. Writing skills improvement courses in schools and work settings should be taught in nontraditional ways and evaluation by teachers should be reduced, substituting peer or self-evaluation when possible. (KC)

Basic Business 20-30. Business Education Curriculum Guide.
**Alberta Dept. of Education, Edmonton. Curriculum Branch.**
PUB DATE- 85
NOTE- 36p.; For related documents, see CE 042 625-633. Contains some light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Business Education; Behavioral Objectives; *Business Administration; *Consumer Education; Course Content; Credit (Finance); Curriculum Guides; *Economics; Foreign Countries; Guidelines; High Schools; Insurance; *Money Management; Program Content; Simulation; *Small Businesses; Student Evaluation
IDENTIFIERS- Alberta

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of basic business. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for basic business 20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the eight modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are Canadian business, consumer credit, insurance, economic concepts, small business management I, management techniques, personal financial planning, and small business management II (simulation). The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

ED 262 232 CE 042 645

Written Test Construction. Vocational Instructor Teaching Skills Project.

**Mount Hood Community Coll., Gresham, Oreg.; Portland Community Coll., Oreg.; Umpqua Community Coll., Roseburg, OR.**

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.

PUB DATE- 85

NOTE- 27p.; For related documents, see ED 255 725 and CE 042 646.

AVAILABLE FROM- Jim Rollins, Project Coordinator Mt. Hood Community College, 26000 S.E. Stark, Gresham, OR 97030 (Accompanying videotape $35).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Inservice Teacher Education; Item Analysis; Learning Modules; Postsecondary Education; Secondary Education; *Teacher Made Tests; *Test Construction; *Test Format; *Test Items; Test Use; Test Validity; *Vocational Education

This module contains resource materials to help vocational education teachers construct effective written tests. (The materials supplement the videotape on "Written Test Construction.") Materials in the packet include guidelines for developing written tests in general and specific guidelines for the five major types of test items, brief description of Benjamin Bloom's different levels of higher learning, an explanation of difficulty level and discrimination power of test items, and a short bibliography. A short form for feedback also is enclosed. Teachers completing the module should be able to do the following: (1) list three ways a well-written test can help with instructional duties; (2) identify five major steps in developing a written test (3) define four major qualities of a well-written test; (4) list three to five basic guidelines for developing multiple choice, true/false, matching, completion, and essay test items; (5) determine item difficulty level and discrimination power for a test; and (6) construct concise, accurate, understandable test items for their classes. (KC)

ED 262 260 CE 042 687

*Hiemstra, Roger, Ed.*
Self-Directed Adult Learning: Some Implications for Facilitators. Occasional Paper No. 3.
**Syracuse Univ., N.Y.**
PUB DATE- Jul 85
NOTE- 66p.; For related document, see CE 042 686.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Abstracts; *Adult Education; *Adult Learning; Adult Students; *Andragogy; Classroom Techniques; Educational Diagnosis; *Educational Policy; Educational Research; Educational Resources; Educational Strategies; Evaluation Methods; Graduate Study; Guidelines; *Independent Study; *Learning Strategies; Pacing; Postsecondary Education; Questionnaires; Research Reports; Student Evaluation; Student Needs; Student Participation; Teacher Student Relationship; Teaching Methods; Workshops

This publication describes the activities, deliberations, and products of a summer, graduate-level workshop in which students met for five consecutive day-long sessions to build on the state of knowledge regarding self-directed learning in terms of needed facilitation and needed learning resources. The first section of the document provides a brief overview of the scope and content of the workshop. After a section of definitions of terms relating to self-directed learning and adult education, summaries are provided of the workshop's three group sessions, which dealt with the following topics: diagnosis of needs, strategies for promoting self-directed learning in the workplace, and techniques for evaluating a person's location on a self-directed and other-directed learning continuum. Each of these group session summaries contains some or all of the following: a statement of purpose, assumptions, conceptual models, and implications. The report concludes with a selected bibliography. Appendixes to the report include a chronology of andragogy pieces or conversations, an annotated bibliography of works dealing with andragogy, lists of workshop participants and staff, workshop information, abstracts of the students' term project papers, a summary of the information presented during the course, and an outline of the editor's decade-long research efforts in the area of self-directed learning. (MN)

ED 262 287 CE 042 735

Development of Criteria to Measure the Extent of Implementation and the Effectiveness of Demonstrations in Vocational Education. Case Study Plan.

**Development Associates, Inc., Arlington, Va.**

SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

PUB DATE- 15 Apr 79

NOTE- 70p.; For related documents, see CE 042 733-738.

CONTRACT- 300-78-0574

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Case Studies; Criteria; *Demonstration Programs; Educational Improvement; Educational Innovation; Educational Research; *Evaluation Methods; *Guides; Information Dissemination; Planning; Program Effectiveness; Program Implementation; Research and Development; *Research Methodology; Research Utilization; Standards; *Vocational Education

IDENTIFIERS- *Impact

This document presents the plan for the conduct of eight case studies of federally and state-administered demonstration projects to assess the usefulness and practicality of a monograph discussing the improvement and measurement of the impact of vocational education demonstration projects. An introduction discusses the background and purpose of the project which is intended to measure the effectiveness and implementation of vocational education demonstration projects. Section II sets forth the plan for the conduct of the case studies, the basic goals of which will be to assess (1) whether the criteria, documentation, and standards specified in the monograph as acceptable evidence of project impact are practical, feasible, and do predict success and (2) whether the roles and accomplishments of planners, implementers, monitors, evaluators, and disseminators that were specified in the monograph do actually lead to improved impact. Major study questions are listed, the sample is defined, data sources are discussed, and the instruments proposed to collect the required data are described. Section III briefly discusses use of case study data. Extensive appendixes include the monograph outline, case study report outline, and instrumentation (Project Information Form, Third-Party Evaluator Interview Guide, Project Monitor Interview Guide, and Interview Guide for Adapting Organizations). (YLB)

ED 262 413 CS 209 318

*Benesch, Sarah*
Metaresponse: A Hidden Benefit of Peer Writing Instruction.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Higher Education; *Peer Evaluation; Peer Groups; *Peer Teaching; *Writing (Composition); Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- *Freshman Composition; *Metaresponse

In order to find out what a three-member peer group in freshman composition was discussing during their meetings and how--if at all--they talked about writing, their conversations about their first drafts for the class were taped and analyzed. Analysis showed that in addition to discussion of their drafts (text talk) and social chat (off-task talk), the students also talked about the assignment, group procedures, and feedback (mataresponse). Of the five categories (text, assignment, metaresponse, procedures, and off-task), metaresponse revealed the most about what the students were and were not doing in the group. It gave them a way to vent frustration, express confusion, and negotiate new ways of interacting, while providing feedback for the teacher. Analysis showed that more inservice training in reading, responding, and using feedback to revise would have been helpful, and pointed to the problems caused by using teacher-generated assignments in a workshop that was supposed to be collaboratively run. Perhaps most importantly, findings indicated that when students are given some instruction in reading and responding to one another's drafts, they may spend time discussing the complexity of reading and writing. Peer writing instruction provides group members with the opportunity to discover and discuss the difficulties of composing, reading, responding, and revising. (DF)

ED 262 458 EA 017 988

*Bowen, Jeffrey M.*
Toward Better Teaching. A Position Paper.
**New York State School Boards Association, Albany.**
PUB DATE- 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Cooperation; Educational Environment; Educational Objectives; *Educational Policy; Elementary Secondary Education; School Effectiveness; Teacher Certification; Teacher Discipline; Teacher Education; *Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; Teacher Motivation; *Teacher Qualifications; Teacher Recruitment; Teachers; Teacher Salaries; Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- New York

To improve the quality of teaching in New York State's schools, state and local policy-makers must consider a number of issues that affect teaching quality. These issues are outlined in this booklet, which also provides a number of policy recommendations. The basic concepts reviewed are (1) the assumptions that underlie the collaborative endeavor that is effective education; (2) factors affecting the recruitment, training, and professional development of teachers; (3) possible responses to variations in teacher supply and demand; and (4) appropriate development and application of certification standards and professional requirements. Additional concepts covered are (5) various forms of teacher compensation, incentives, and rewards; (6) the need for defining incompetence and establishing effective procedures for teacher discipline; (7) the characteristics of effective schooling and the value of decentralizing authority as determined through research; and (8) the importance of cooperation among educators and educational policy-makers at all levels to develop strong, coordinated approaches to educational improvement. (PGD)

ED 262 532 EC 180 940

*Lowe-Bell, Sena; And Others*
An Evaluative Model for the Development and Implementation of a Microcomputer-Based Communication Aid.
PUB DATE- Feb 85
NOTE- 28p.; Paper presented at the Meeting of the Louisiana Educational Research Association (New Orleans, LA, February 21-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Aids (for Disabled); Elementary Secondary Education; *Microcomputers; *Physical Disabilities; *Severe Disabilities; Speech Therapy
IDENTIFIERS- *Speech Synthesizers

The paper examines decisionmaking guidelines for devising a microcomputer-aided augmentative communication device for non-vocal severely handicapped students. Four considerations are addressed: (1) candidates for microcomputer-based augmentative communication devices (motor development, sensory abilities, cognitive development); (2) instruction for operating the device (effects of learned helplessness, manipulative devices); (3) considerations in choice of speech output systems (intelligibility, social acceptability); and (4) the match between the system and the child (a case study illustrating selection of a symbol system). Appended material includes a summary of three demonstrated voice output devices and a description of Blissymbolics. (CL)

ED 262 548 EC 180 957

National Information Center for Handicapped Children and Youth. State
Children and Youth. State Resource Sheets.

**Interstate Research Associates, Inc., Washington, D.C.; National Association of State Directors of Special Education, Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.**

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 125p.
CONTRACT- 300-82-0247
GRANT- G0084C3500
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Federal Programs; Mental Health; *State Agencies; State Departments of Education; *State Programs; Vocational Education; Vocational Rehabilitation

The sheets list sources of assistance for children and youth with handicaps in the 50 states and five U.S. territories. Organized alphabetically by state, listings typically include information on the following resources: state department of education, state vocational rehabilitation agency, office of state coordinator of vocational education for handicapped students, state mental health agency, state mental retardation programs, state developmental disabilities program, protection and advocacy agency, crippled children's services, agencies for specific disabilities (such as autism, cerebral palsy, emotional disturbance, learning disabilities, mental retardation), and university affiliated facilities. Information is also presented for ages of eligibility for educational services. (CL)

ED 262 177 CE 042 542

*Buttram, Joan L.; And Others*
Evaluation of Competency-Based Vocational Education. Final Report.
**Research for Better Schools, Inc., Philadelphia, Pa.**
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 28 Jun 85
NOTE- 180p.
CONTRACT- 83-5005
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competency Based Education; *Educational Attitudes; *Educational Needs; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; *State Programs; State Surveys; Statewide Planning; Technical Education; *Vocational Education

This study of competency-based vocational education (CBVE) in Pennsylvania was guided by evaluation questions in eight areas: overall, current status of CBVE; implementation of the state Bureau of Vocational Education's (BVE) model of CBVE; characteristics of other CBVE models implemented in Pennsylvania; Pennsylvania Department of Education funding strategy; needs of local education agencies related to CBVE; correlates of successful CBVE implementation; positive impacts on students; and long-range policy recommendations. The methodology relied on intensive interviews of Pennsylvania Department of Education staff and senior personnel from local education agencies across the state. Teacher surveys were also distributed to collect information on the classroom implementation of CBVE. The study found that there is widespread support for competency-based vocational education across the state. The BVE's model of CBVE has achieved a moderately high level of implementation at the adult vocational-technical schools. Although supportive of the basic tenets of CBVE, community colleges and high schools have adopted the BVE model less extensively. Differences in the implementation of the Bureau's model across the three types of schools most likely was influenced by the targeting of state funds for training, technical assistance, and materials primarily to the adult vocational-technical schools. Administrative support for CBVE was also much higher at the adult vocational-technical schools and community colleges than at the comprehensive high schools. In spite of widespread support for CBVE, there were no evaluation data to support its positive impacts on students. The outstanding needs listed by CBVE implementers include the provision of additional resources to support program updating and modernization, especially in the high technology areas. (Author/KC)

ED 262 206 CE 042 604

*Mikulecky, Larry*

Literacy Task Analysis: Defining and Measuring Occupational Literacy Demands.

PUB DATE- 31 Mar 85
NOTE- 24p.; Paper presented at the National Adult Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Literacy; Employment Practices; *Employment Qualifications; *Job Analysis; *Job Performance; *Job Skills; *Literacy Education; *Occupational Information; Screening Tests; Simulation; Task Analysis

The literacy demands encountered in schools are considerably different from those encountered in the workplace. Existing measures used to analyze literacy demands and abilities in the workplace are not suitable for analyzing the same demands and abilities in schools. Methods that are effective for general job analysis can be specifically applied to the literacy aspects of jobs. Two screening methods used by employers to assess job literacy abilities are the cloze procedure and the more effective, though more time consuming, job problem solving simulations. Business and military trainers are faced with the problem of trying to improve worker performance through literacy and basic skills training. Evidence suggests that job performance may be more closely related to metacognitive aspects of literacy than to the basic literacy abilities of achieving simple comprehension or communicating simple messages. Trainers wishing to improve the literacy job performance of workers can use literacy task analysis to help determine the metacognitive skills employed by superior workers. Interviews focusing on how superior workers make literacy-related decisions is an effective method of determining important skills needed by new and less competent employees. These skills can then be taught to less competent workers. (YLB)

ED 262 274 CE 042 711

*Shaw, Edward L., Jr.; Gorrell, Jeffrey*
Attitudes of 5th and 8th Grade Students toward Traditional Sex-Role Typed Occupations.
PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Students; Grade 5; Grade 8; Intermediate Grades; Junior High Schools; Junior High School Students; *Nontraditional Occupations; *Occupational Aspiration; Rural Areas; School Surveys; *Sex Bias; Sex Role; *Sex Stereotypes; *Student Attitudes; *Work Attitudes
IDENTIFIERS- Louisiana

A study examined the attitudes of a group of 66 fifth and eighth graders in four classes in an intermediate school located in rural southeast Louisiana toward a set of traditional sex role-typed occupations. Age (grade level) did not appear to influence students' attitudes toward the interrelationship of sex and occupational choice. Furthermore, there did not appear to be any significant differences between the sexes with regard to generalized attitudes toward traditional male, traditional female, and sex-neutral occupations. Those students surveyed appeared to be relatively open and nonconservative when asked about the relation between sex and career choice for others as an abstract, generalized body; however, there was evidence that deeper attitudes, reflected by self-efficacy beliefs, led students of both sexes to be more traditional when contemplating their own future jobs. It was recommended that similar research be conducted with older student populations to see whether these attitudes persist. (MN)

ED 262 315 CG 018 550

Fifty Years of Social Security: Past Achievements and Future Challenges. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session.

**Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.**

REPORT NO.- Senate-Prt-99-70
PUB DATE- 13 Aug 85
NOTE- 96p.; These essays were commissioned by Carnegie-Mellon University for a special conference and committee meeting held there on August 13, 1985.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Females; History; *Labor Economics; Older Adults; *Policy Formation; Position Papers; *Public Policy
IDENTIFIERS- *Social Security

This document contains six essays examining the history and impact of the social security program on America's economic and social development. "Social Security: The Cornerstone of American Social Welfare Policy," by Malcolm H. Morrison, presents brief background information on the system and discusses the basic principles of social security. The second section of the paper describes the changing profile of the aging population which will require modifications in the social security system. "Social Security: A Source of Support for All Ages," by W. Andrew Achenbaum, reviews the development of social security and offers a three-stage strategy for renewing the system: job training for older workers, assurance of universal coverage, and recognition of the changed status of women. "Emerging Issues in Disability Policy," by Edward D. Berkowtiz, discusses the stages of development and policy problems in the disability insurance program along with recommendations to address those problems. "Social Security and Labor Market Policy," by Ben Fischer and Edward Montgomery, assesses the impact of the social security system on America's labor market. "Social Security and the Changing Role of Women," by Gail Buchwalter, explores needs of women who do not have traditional work patterns or family lifestyles and concludes that the social security system has not sufficiently addressed their needs. "Contemporary Social Security in Comparative Perspective: What Kind of Crisis?" by Peter N. Stearns, reviews the history of American social security in light of European trends in order to examine the distinctiveness of basic policy assumptions. (MCF)

ED 262 329 CG 018 564

*Tryon, Georgiana Shick*
Patient Violence toward and Verbal Abuse and Harassment of Therapists.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *Clinical Psychology; *Counselor Client Relationship; *Psychologists; *Violence
IDENTIFIERS- *Harassment; Verbal Abuse

Although studies have examined assaultive behavior by patients toward mental health practitioners, very little research has explored patient violence toward, or harassment of, psychologists in independent practice and at other jobs. To investigate this area, a 17-item questionnaire was sent to independent practitioners in psychology. The questionnaire asked about respondents' education; extent and location of practice; frequency of verbal abuse, physical attack, and other harassment by patients; and concerns regarding patient violence. Results from 300 returned questionnaires revealed that 81 percent of the practitioners had at least one incident of patient physical attack, verbal abuse, or other harassment in private practice or at another job. Verbal abuse was the most frequently reported event. Physical attacks were about twice as common at jobs in hospitals and clinics than in independent practice. Other harassments, such as annoying phone calls or threats to sue, were more common in private work than at other jobs. Over half of the practitioners reported avoiding certain types of patients (those with violent histories, paranoid schizophrenics, drug addicts) to avoid danger. Since these types of incidents do occur with some frequency, it would seem advisable for clinical training programs to discuss such incidents with students and suggest ways to deal with or prevent patient harassment. Results of the questionnaire are presented in tabular appendices. (NRB)

ED 262 357 CG 018 592

*Edwards, J.; And Others*
Drinking Behavior among Graduate and Undergraduate Students.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (31st, Atlanta, GA, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Alcoholic Beverages; *Behavior Patterns; *Drinking; *Graduate Students; Higher Education; *Peer Influence; Sex Differences; *Undergraduate Students

Studies examining the influence of peer pressure on the drinking behaviors of college students have focused primarily on undergraduates. Very little is known about the drinking patterns of graduate students. To compare drinking patterns of undergraduate and graduate students, 57 college freshmen, 20 sophomores, 24 juniors, 26 seniors, 46 graduate students, and 7 unclassified students completed a questionnaire which measured how each subject would resist peer pressure to drink. The questionnaire consisted of six vignettes, each portraying a social situation which college students were most involved in while drinking. For each vignette, subjects responded for the protagonist who did not feel like drinking in the particular situation described. In addition, the amount and frequency of alcohol each subject consumed was measured and a Total Quantity and Frequency (TQF) variable was computed. The results revealed no significant difference between graduate and undergraduate students in Resistance to Pressure to Drink (RPD) scores or in their total TQF scores. No significant differences were found in RPD scores when analyzed by age or by year in school. A significant difference was found between men and women, with women showing more resistance to the pressure to drink. No significant differences were found for RPD scores of subjects with different TQF scores. Further research is needed to determine which variables are affecting graduate students' drinking habits. (NRB)

ED 262 370 CG 018 605

*Hanley, Gerard L.*
Memory Specificity as a Reality Monitoring Cue.

PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Figures 1-4 may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cues; *Imagination; *Memory; *Perception; *Spatial Ability
IDENTIFIERS- *Reality Monitoring; *Specificity

The specificity of memories has been identified as a factor affecting reality monitoring performance. To examine the reality monitoring model of Johnson and Raye (1981) and to explore the relationship between memory specificity and reality monitoring, the amount of cognitive operations involved in processing information was manipulated for 72 subjects who imagined and perceived spatial relationships between objects in treasure maps. Subjects (N=24) in the whole map condition saw a continuous path between five objects, while subjects (N=48) in the segmented map condition saw segments of the path which they mentally combined into a continuous path. All subjects imagined spatial relationships by reading descriptions of imaginery hands of a clock. All subjects perceived ten maps and imagined ten maps. After presentation of the maps, the accuracy of subjects' memory for the relative location of objects was tested and subjects completed a forced-choice recognition and identification of origin task. An identification of origin score computed for each subject reflected the accuracy with which subjects discriminated between memories of imagined and perceived maps. The results indicated that subjects in the whole map condition were significantly more accurate at correctly identifying the origin of maps than were subjects in the segmented map condition. The findings demonstrated that difference in the amount of cognitive operations was a reliable reality monitoring cue and differences in the cognitive operations produced the opportunity for differences in memory specificity to be a reliable reality monitoring cue. (NRB)

ED 262 384 CS 008 174

*Feeley, Joan T.; Wepner, Shelley B.*

Does Prior Knowledge Affect College Students' Performance on a State Developed Reading Competency Test?

PUB DATE- 25 Oct 85

NOTE- 17p.; Paper presented at the Annual Meeting of the College Reading Association (29th, Pittsburgh, PA, October 24-26, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Basic Skills; College Freshmen; Comparative Analysis; Higher Education; *Metacognition; Minimum Competency Testing; Perception; Performance Factors; *Prior Learning; *Reading Improvement; *Reading Research; Reading Skills; Test Use; *Test Wiseness

Using 33 college freshmen enrolled in a basic reading skills course as subjects, a study was conducted for two purposes: (1) to determine the effects of direct exposure to the topics of the selections in the New Jersey College Basic Skills Placement Test (NJCBSPT) on their posttest scores, and (2) to investigate whether students exposed to the topics would indicate awareness of this knowledge on a teacher-made measure--the Prior Knowledge Inventory (PKI). The students were divided into two groups, randomly designated as the experimental and control group. Both groups, taught by the same instructor, received the same syllabus with the same required texts and quizzes. The experimental group received articles on the topics of the NJCBSPT; to control for the Hawthorne Effect the control group also received supplementary articles, similar in length and format, but unrelated to the test topics. During the last week of class, both groups were given the PKI. Results indicated that the experimental group did not do significantly better than did the control group. However, while the treatment variable did not affect the results, the reading program for both groups did show significant positive results. The total group went from a pretest mean of 24.06 to a posttest mean of 29.38. (Appendixes include a list of articles used in the class and the Prior Knowledge Inventory.) (HOD)

ED 262 443 CS 505 080

*Craven, Marina; Thompson, Teresa*
Contextual Determinants of Perceptions of Children's Communicator Style and Social Attractiveness.
PUB DATE- May 85
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Communication (Thought Transfer); *Communication Research; *Interpersonal Attraction; *Interpersonal Communication; Nonverbal Communication; Primary Education; Social Behavior; Speech Communication; *Teacher Attitudes; *Young Children
IDENTIFIERS- *Adult Child Relationship; *Communicator Style

A study examined whether the context in which interaction occurs would lead to any differences in adult perceptions of the relationship between children's communicator style and social attractiveness. Because previous research has indicated that teachers find children to be attractive when they communicate with friendly, relaxed, and attentive styles, it was hypothesized that nonteaching adults might find children to be attractive if they display slightly different communicator styles. Each of twenty children attending prekindergarten, kindergarten, or first grade in a private school (context 1) and a play school in the afternoon (context 2) was evaluated on ten dimensions of communicator style and three dimensions of attractiveness by two teachers and two play school supervisors. A cross-content comparison of the evaluations revealed a significant difference in only one area: adult perceptions of children's personal attractiveness. Teachers rated the children more highly on personal attractiveness than did the nonteaching adults. Further research is needed to examine the contextual determinants of children's communicator style and attractiveness. (Tables of findings are included.) (DF)

ED 262 487 EA 018 058

Institutional Assessment of Prospective Educational Personnel in Graduate Programs. A Study to Assess the Quality of the Preparation and Performance of Educational Personnel: Study Report No. 3.

**Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.**

PUB DATE- 82
NOTE- 16p.; For related documents, see EA 018 056-057.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Admission (School); Admission Criteria; Certification; *Educational Assessment; Elementary Secondary Education; Evaluation Criteria; *Graduate Study; Graduation Requirements; Higher Education; *Professional Education; Questionnaires; *Recruitment; Specialist in Education Degrees; Surveys
IDENTIFIERS- Illinois; Illinois State Board of Education

This is the third of three technical reports that focus on the hiring and evaluation of educational personnel in Illinois. Practices used by colleges and universities to assess prospective educational personnel at the graduate level are presented in this report. A questionnaire was sent to persons responsible for all state-approved educational preparation programs. Survey instruments had been partially completed by the State Board of Education staff based on preexistent data files from the institutions, and respondents were asked to revise or provide information as necessary in order to supplement and update file information. Four types of graduate level programs were identified: guidance and counseling, general supervisory, general administrative, and superintendent. Data presented reflect information obtained and analyzed from 61 completed survey instruments (97 percent) representing graduate programs at 20 colleges and universities. The survey questions and results are presented in the same order as they were presented on the questionnaire: (1) admission to graduate college; (2) admission to a specific approved program; (3) graduation and recommendation for certification; and (4) perspective of quality of personnel in the program. Tables which show both the questions asked and the distribution of responses are provided in an appendix. (TE)

ED 262 517 EC 180 925

*Whitmore, Joanne Rand*
Characteristics of Intellectually Gifted Children. 1985 Digest, Revised.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Behavior Patterns; *Creativity; Elementary Secondary Education; *Gifted; *Learning; *Student Characteristics; Talent; *Talent Identification
IDENTIFIERS- ERIC Digests

The digest examines the range of traits that may be exhibited by intellectually gifted children. The characterisitcs are explained to be signals that a particular child might warrant closer observation and special educational attention. Characteristics are listed under three headings: general behavior (early reading, ability to detect and interpret nonverbal cues, longer periods of concentration and attention than peers, and eclectic as well as focused interests); learning (keen powers of observation, independent reading, rapid insight into cause-effect relationship, and ready grasp of underlying principles); and creativity (fluency, flexibility and originality in thinking and sensitivity to beauty). (CL)

ED 262 163 CE 042 469

*Davis, Beverly; Woodruff, Nancy*

Trade Related Reading Packets for Disabled Readers.

**Gloucester County Vocational-Technical School, Sewell, NJ.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 85
NOTE- 262p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Agricultural Education; Assembly (Manufacturing); Bakery Industry; Buildings; *Content Area Reading; Data Processing; Landscaping; Maintenance; *Occupational Home Economics; *Office Occupations Education; Postsecondary Education; Reading Comprehension; *Reading Difficulties; *Reading Improvement; Secondary Education; *Trade and Industrial Education; Vocabulary Development; Vocational Education; Warehouses
IDENTIFIERS- *Job Related Reading

Six trade-related reading packets for disabled readers are provided for these trades: assemblers, baking, building maintenance, data entry, interior landscaping, and warehousing. Each packet stresses from 9 to 14 skills. Those skills common to most packets include context clues, fact or opinion, details, following directions, main idea, vocabulary, and reading comprehension of representative diagrams, charts, signs, labels, directions, or other trade-related material. Each packet contains a vocabulary list, activities (word puzzles, fill in the blanks, matching, short answer, sequencing, multiple choice, true/false), and answer keys. (YLB)

ED 262 247 CE 042 667

*Harris, E. Edward*

Strategies for Maximizing the Contributions of Small Business and Entrepreneurship to Economic Development.

**Illinois Development Council, Springfield.**

PUB DATE- 1 Aug 85

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Business Administration Education; Business Cycles; Business Education; Economic Climate; *Economic Development; Educational Benefits; Educational Needs; Educational Planning; *Educational Policy; *Entrepreneurship; Futures (of Society); Job Development; Models; Needs Assessment; *Policy Formation; Postsecondary Education; Public Policy; School Business Relationship; Secondary Education; *Small Businesses; *Statewide Planning

IDENTIFIERS- *Illinois

This publication is intended to assist economic decision makers in designing strategies for maximizing the economic development contributions of entrepreneurship and small business in Illinois. The challenges and opportunities for economic development through enhancement of entrepreneurial activity in the State are discussed. Various successful economic development strategies and a 12-step economic development model are presented. Addressed next are the small business crest in America and the economic impact of entrepreneurship and small business in both the United States in general and in Illinois in particular. The next two sections of the guide deal with job creation and the small business climate. The characteristics of small business owners are outlined, and strategies for assisting entrepreneurs are presented. The next sections cover the benefits and essential dimensions of incubators to shelter entrepreneurs. The concluding portions of the guide deal with the scope and benefits of entrepreneurship education in general and with specific entrepreneurship programs either already in existence or recommended for implementation in Illinois. (MN)

*Smart, James G.; Sutehall, Kathy*
The Invisible Minority: Training Residence Hall Staff to Respond to Gay Issues.
PUB DATE- Mar 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; *Dormitories; Higher Education; *Homosexuality; Needs Assessment; *Program Development; *Resident Assistants; *Student Needs; Student Personnel Services; Workshops

The information in this report is based on the experiences of Cornell University and the University of South Carolina in responding to the needs of gay students in their residence halls. A starter kit on developing gay issue programming for other campuses is presented which includes a Gay Programming Checklist and a description of a sample workshop. Goals of the workshop are listed: (1) to increase awareness of the widespread impact homosexuality has on all students; (2) to develop an understanding of what it is to be gay; and (3) to assist staff in developing a more tolerant environment for students. A four-part workshop program is briefly outlined which includes desensitization, reeducation, film or panel presentations, and discussions. Suggestions for other techniques which may be helpful in developing workshops are also given. Sensitizing exercises are presented which are designed to help nongay people recognize some of the insensitivity and discrimination that society practices in regard to gay people. A 20-item quiz on gay issues is included and answers are given and explained. The paper concludes with a selected bibliography of books, articles, magazines, periodicals, and audio-visual materials on gay issues and on counseling gay clients. (NRB)

ED 262 343 CG 018 578

*Mazen, A. Magid*

Personality Profiles of Noncollege-degreed Women in Male and Female Typical Occupations.

PUB DATE- Aug 85

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Figure 1 may be marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Employed Women; *Individual Differences; *Nontraditional Occupations; *Personality Traits; *Sex Role; Sex Stereotypes

IDENTIFIERS- California Personality Inventory; *Femininity

Research on women in atypical occupations has generally focused on highly educated women and has neglected to compare atypically employed women to equally educated women in sex-typical occupations. Since the median American worker has only 13.6 years of schooling, the lack of research on the personality characteristics of noncollege-degreed women employees constitutes a serious deficiency. A study was conducted to examine personality profiles of 171 women employed in four female typical occupations (FTO) and two male typical occupations (MTO). The California Psychological Inventory was completed by 131 women in FTOs (licensed practical nurses, registered nurses, hair stylists, secretaries) and 40 women in MTOs (police officers, industrial craftswomen). A stepwise discriminant analysis revealed five personality variables which differentiated very significantly between women in FTO and MTO. Compared to FTO employees, MTO employees were: (1) more dependable, tactful, patient, and realistic (community scale); (2) more aggressive, confident, persistent and planful, and possessive of leadership potential and initiative (dominance scale); (3) less excitable, impulsive, and uninhibited (self-control scale); (4) less shy, conventional, stereotyped in thinking, and restricted in outlook and interests (capacity for status scale); and (5) more outgcing, hard-headed, ambitious, masculine, and restless (femininity scale). (NRB)

ED 262 398 CS 208 768

*Nilsen, Alleen Pace; Donelson, Kenneth L.*
Literature for Today's Young Adults. Second Edition.
REPORT NO.- ISBN-0-673-15933-7
PUB DATE- 85
NOTE- 661p.; For the first edition, see ED 198 563.
AVAILABLE FROM- Scott, Foresman and Company, 1900 East Lake Ave., Glenview, IL 60025 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Adolescents; Books; Childrens Literature; *English Instruction; Evaluation Criteria; Literary History; *Literature Appreciation; Middle Schools; *Reading Interests; Reading Material Selection; Secondary Education
IDENTIFIERS- Nineteenth Century History; Twentieth Century History

Reflecting the rapid changes that have occurred in young adult literature, this second edition provides teachers with the history and background needed to stay current with what adolescents are reading and how such literature can be taught. The book is organized much as a literature course is taught: first, an introduction to young adults and their literature, then a look at contemporary books, followed by a view of the professional's role in relation to books and young readers. The history of the field is covered in the remaining chapters. Criteria for evaluating different kinds of books are presented throughout. The 15 chapters discuss the following: (1) young adults and their reading; (2) literary aspects of young adult literature; (3) the new realism; (4) the old romanticism; (5) excitement and suspense; (6) science fiction, fantasy, and utopias; (7) heroic life models; (8) informational books; (9) poetry, drama, and humor; (10) using and promoting books with young readers; (11) issues and concerns for adults; (12) censorship; (13) literature of the nineteenth century; (14) romance to realism from 1900 to 1940; and (15) from certainty to uncertainty in life and literature, 1940-1966. Appendixes include an honor sampling of titles, book selection guides, and sources for outstanding books and articles about young adult literature. (HTH)

Children as Authors Handbook.
**Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.**
PUB DATE- Jun 85
NOTE- 284p.; Product of the Multimedia Services Branch.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperation; Elementary Education; *Integrated Activities; Library Role; *Library Skills; Motivation Techniques; *Program Development; *Student Publications; Teaching Methods; Teamwork; *Writing for Publication; Writing Processes; *Writing Skills
IDENTIFIERS- *Bookmaking

Intended for teachers, librarians, and administrators, this handbook explores the possibilities of implementing a "Children as Authors" project by using collaborative and integrative teaching strategies to motivate elementary school children to write. After describing the project and explaining its benefits, the handbook explores ways teachers and librarians can work together on the project. The planning section of the handbook highlights factors to be considered: choice of topic for writing, objective for writing, incorporation of library skills, integration of instruction, use of effective teaching strategies, identification of learner needs, and identification of appropriate strategies and resources. The handbook then provides guidelines and tips on working with reluctant writers and with very young writers (for example, establishing the climate for writing and retaining the authorship of each child) and offers suggestions for incorporating library and bookmaking skills into the project. The handbook concludes with ideas for sharing students' books and with samples of units that have already been developed on topics such as expressing feelings, riddle/entertaining, nuclear energy/promoting ideas, survival, the life cycle of frogs, and making a fantasy book. (HOD)

ED 262 473 EA 018 022

*Scott, Craig S.*
Discrepancies between Curricula and Desired Learning Outcomes.
PUB DATE- 1 Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Structures; Educational Objectives; Futures (of Society); Hidden Curriculum; *Outcomes of Education; Student Development; Teacher Student Relationship; *Teaching Methods; Teaching Styles

This paper suggests that instruction in general and lecturing in particular are too often characterized by dogmatic approaches to content definition and selection. The methods employed by many teachers tend to suggest to students that the teacher is the primary source of knowledge in a given subject area, that answers are either right or wrong, and that all knowledge in the subject area is known and merely waiting to be conveyed to the student. As the world's increasing knowledge accelerates change, however, it is becoming more and more desirable for students to learn how to develop knowledge, how to process new information, and how to determine whether information is valid or invalid within given contexts. To obtain such learning outcomes it may be necessary to replace old methods of teaching facts with new and flexible methods of teaching long-term processes for analyzing, structuring, and utilizing knowledge. A greater understanding of the structure of knowledge by educators should facilitate such an approach. (PGD)

ED 262 502 EC 180 910

*Smith, Barbara J.; Strain, Phillip S.*
The Argument for Early Intervention. 1984 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-81-0031
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cost Effectiveness; *Disabilities; Infants; *Intervention; *Program Effectiveness; Young Children
IDENTIFIERS- ERIC Digests

The digest presents the background and reasons for early intervention with children at risk for handicaps. Early intervention is defined, and three primary reasons for intervention are cited: (1) to enhance the child's development, (2) to provide support and assistance to the family, and (3) to maximize the child's and family's benefit to society. Research on the effectiveness of intervention is briefly reviewed, and it is stated that despite research problems, qualitative and quantitative data show that early intervention increases the developmental/educational gains for the child, improves the family's functioning, and provides long-term benefits to society. Long-term cost savings are noted from three research studies. Three factors important in effective intervention are noted: intervention as early as possible; involvement of parents; and programs featuring a high degree of structure, intense services, and an individualized approach. A list of references and resources concludes the digest. (CL)

ED 262 533 EC 180 941

*Perlman, Leonard G., Ed.; Austin, Gary F., Ed.*
Social Influences in Rehabilitation Planning: Blueprint for the 21st Century. A Report of the Mary E. Switzer Memorial Seminar (9th, New York, NY, November, 1984).
**National Rehabilitation Association, Alexandria, Va.**
PUB DATE- May 85
NOTE- 105p.; Sponsors of the Seminar are Human Resources Center, Albertson, New York; New York University, Department of Rehabilitation Counseling, New York NY; Postgraduate Center for Mental Health, New York, NY; President's Committee on Employment of the Handicapped, Washington, DC; and World Rehabilitation Fund, Inc., New York, NY.
AVAILABLE FROM- National Rehabilitation Association, 633 South Washington St., Alexandria, VA 22314 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; Ethics; *Futures (of Society); Hispanic Americans; *Political Influences; *Rehabilitation; *Trend Analysis

The monograph resulted from the Switzer Memorial Seminar which brought together 20 persons recognized for their achievements in rehabilitation. Five action papers formed the foundation for the program: "Social Influences on Rehabilitation: Introductory Remarks" (E. Berkowitz); "Trends and Demographic Studies on Programs for Disabled Persons" (L. Haber); "The Politics of Disability: Future Trends as Shaped by Current Realities" (W. Roth); "Changing Perception of Disability and the Future of Rehabilitation" (H. Hahn); "Ethical Considerations Facing Society in Rehabilitating Severely Disabled Persons" (J. Noble). Each of the action papers is followed by excerpts of reviews and comments made by participants. A summary of recommendations related to the topic of chapter five is given at the end of the document following six brief special papers: "The Competitive Marketplace: A Partnership with the Rehabilitation Community is Needed Now More Than Ever" (A. Colby); "Economics, Rehabilitation and the Post-Industrial Society" (R. Ehrle); "Some Thoughts on Independence" (M. Nosek); "A Response to the 'Changing Perception of Disability and the Future of Rehabilitation'" (L. McConnell); "The Emerging Role of Disabled Hispanics" (A. Suazo). (CL)

ED 262 549 EC 180 958

*Sullivan, Otha R.*
Implementing Public Law 94-142 in Correctional Facilities: An Appeal for an Appropriate Identification Assessment and Educational Placement for Youth Offenders.
PUB DATE- Sep 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); *Correctional Education; *Disabilities; *Handicap Identification; *Interdisciplinary Approach; *Screening Tests; Student Placement; *Test Bias

The paper states the need for providing services to handicapped youthful offenders. Obstacles to compliance with P.L. 94-142, the Education for All Handicapped Children Act, for this population are noted, including lack of staff and funding. Research is cited to show the extent of the problem and project the effects of inadequate programing. The author presents a suggested screening procedure to ensure appropriate identification, assessment, and placement of handicapped persons in correctional facilities. Issues of examiner training and nondiscriminatory assessment tools are considered. The role and functions of the interdisciplinary team are described: psychologists, classroom teachers, social workers (caseworkers), and counselors. Additional information is provided regarding physical and medical examinations, speech and hearing assessments, report writing, and the role of the interdisciplinary team in placement. (CL)

*Irby, Terry R.*
Strategies for Integration Career/Vocational Education into Existing ABE/GED & ESL Classes. Getting on the Right Track.
PUB DATE- Nov 85
NOTE- 59p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Career Education; Curriculum Development; *English (Second Language); *High School Equivalency Programs; *Integrated Curriculum; Job Skills; *Job Training; Program Development; Vocational Education; Workshops
IDENTIFIERS- *General Educational Development Tests

This paper presents strategies and methods for students to obtain the essential adult basic education (ABE), General Educational Development (GED), English as a Second Language (ESL), and career/vocational instruction, at the same time. A description is offered first of what was done in the Joliet Junior College ABLE Program and future plans for continuing and expanding career/vocational instruction in ABE, GED, and ESL classes. Section A contains portions of reports and memos that describe what was done, how it was done, and problems and concerns identified and addressed at each stage. Section B presents materials from a series of mini-workshops on various aspects of career/vocational education. Section C is an independent unit for instructors in effective use of the education training plan form to teach career/vocational skills to their classes. In Section D are included some actual exercises that were presented at the workshops. (YLB)

ED 262 220 CE 042 629

Business Education 10-20-30. Mini Courses. Optional Modules. Business Education Curriculum Guide.

**Alberta Dept. of Education, Edmonton. Curriculum Branch.**

PUB DATE- 85
NOTE- 54p.; For related documents, see CE 042 625-633.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business; *Business Communication; *Business Education; *Calculators; Career Development; Course Content; Curriculum Guides; Foreign Countries; Guidelines; High Schools; Office Machines; Program Content; *Recordkeeping; Simulation; Student Evaluation; *Word Processing
IDENTIFIERS- Alberta; Dicta Typing; Goal Setting; *Transcription

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. These 16 modules may be used to enhance the subject area strand or to form these three-credit courses: recordkeeping, business calculation, business communication, dicta typing, and word processing. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for business 10-20-30 follow: an introduction, objectives, and flowchart of modules. These components are provided for each of the 16 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are recordkeeping 1, 2, 3 (personal finance, career recordkeeping 1 and 2); business calculation 1, 2, 3 (fundamental calculator use, personal applications, business applications); business communication (development, practice, integration); business research project; goal setting and career development in business; dicta typing 1, 2; word processing 1, 2; and business simulation. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

ED 262 233 CE 042 646

The Syllabus: Starting Out Right. Vocational Instructor Teaching Skills Project.

**Mount Hood Community Coll., Gresham, Oreg.; Portland Community Coll., Oreg.; Umpqua Community Coll., Roseburg, OR.**

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.

PUB DATE- 85

NOTE- 26p.; For related documents, see ED 255 725 and CE 042 645.

AVAILABLE FROM- Jim Rollins, Project Coordinator Mt. Hood Community College, 26000 S.E. Stark, Gresham, OR 97030 (Accompanying videotape $35).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Competency Based Education; Content Analysis; Course Content; *Course Descriptions; *Course Objectives; *Course Organization; *Curriculum Development; Educational Objectives; Inservice Teacher Education; Learning Modules; Models; Postsecondary Education; Secondary Education; Units of Study; *Vocational Education

This module contains resource materials designed to help vocational education teachers develop a comprehensive and useful syllabus. (These materials supplement the videotape on "Developing a Syllabus.") Materials in the packet include a list of what to include in the syllabus, a model to use in developing or updating a syllabus, a syllabus critique checklist, course objective guidelines, readability guidelines, and suggestions for improving the visual appeal of the syllabus. Two short forms for feedback also are included. After reading the materials, teachers should be able to do the following: (1) describe the information to be included in a syllabus, (2) list three benefits of a course syllabus, (3) identify the three major parts of a course objective, (4) list 8-12 performance-based objectives for a class, (5) describe five guidelines for producing a visually attractive syllabus, and (6) produce a comprehensive syllabus. (KC)

ED 262 261 CE 042 689

*Gonzalez-Toro, Carmen*
Educational Needs of Hispanics in the Lansing, Michigan Area: A Survey.

PUB DATE- 85
NOTE- 133p.; Master's Thesis, Michigan State University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agricultural Education; Comparative Analysis; Demography; Educational Attitudes; *Educational Needs; Enrollment Influences; *Enrollment Trends; *Extension Education; *Hispanic Americans; Interviews; Participation; Postsecondary Education; Questionnaires; Surveys; *Vocational Education
IDENTIFIERS- *Michigan (Lansing); Regional Surveys

A study surveyed the Hispanic population in Lansing, Michigan, to assess the degree of their awareness and participation in cooperative extension service programs. Data were collected from 62 returned questionnaires (of 234 mailed) and interviews with 14 persons (of a potential sample of 22 individuals identified as being potential key informants). The study reinforced the idea that a strong relationship exists between people's awareness of an educational program and their participation in it. Both respondent groups perceived the 4-H youth program and the home economics programs as being highly needed. Furthermore, those respondents found to be participating in extension education programs tended to be more highly skilled and more highly educated than were the nonparticipants. Persons identified as being participants in extension education were also more likely to be employed and older (middle aged) than were the nonparticipants. (Appendixes to this report include the mail questionnaire, which is written in both Spanish and English; the interview schedule; miscellaneous survey-related correspondence; a breakdown of respondents' data; and a comparison of characteristics of the mail questionnaire respondents with nonrespondents.) (MN)

ED 262 275 CE 042 715

# Volunteer Management Support Program Handbook.

**ACTION, Washington, D.C.; Department of Commerce, Washington, DC. Minority Business Development Agency.**

PUB DATE- Aug 84
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Organization; Administrative Policy; Administrator Guides; *Administrator Responsibility; *Administrator Role; *Compensation (Remuneration); Employment Practices; Financial Support; Fringe Benefits; Guidelines; Income; *Legal Responsibility; *Program Administration; Records (Forms); Recruitment; Staff Orientation; *Volunteers
IDENTIFIERS- *Volunteer Management Support Program

This handbook is intended to serve as a guide for governing the operation and management of the Volunteer Management Support Program (VMSP). Outlined in the section on program guidelines are the structure and operations of the VMSP. The remainder of the guide, which deals with volunteer guidelines, explains VMSP volunteer responsibilities, recruitment, and orientation; service benefits (financial, health and insurance, vacation and leave, career development and training, and civil service benefits); service rights and protections, service prohibitions and restrictions; and volunteer-related administrative policies (general administration, financial support, volunteer status changes, taxes and transportation policies). Appendixes to the handbook include 15 forms needed to administer the VMSP. (MN)

ED 262 414 CS 209 320

*Sabine, Gordon; Sabine, Patricia*
Books That Made the Difference: What People Told Us.
REPORT NO.- ISBN-0-208-02022-5
PUB DATE- 83
NOTE- 200p.
AVAILABLE FROM- The Shoe String Press, Inc., P.O. Box 4327, 995 Sherman Ave., Hamden, CT 06514 ($13.50 paper, $18.50 cloth).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adoption (Ideas); Attitude Change; Authors; Behavior Change; *Books; *Change Agents; Change Strategies; Incentives; *Influences; Libraries; Motivation Techniques; *National Surveys; Needs; *Reading Interests; Recreational Reading; Social Influences

Initiated by the Center for the Book, the Library of Congress program that promotes books and reading, this text contains the results of interviews of 1,382 Americans who were asked, "What book made the greatest difference in your life?" and "What was that difference?" The introduction contains the titles and authors of the books named by interviewees, as well as information about these respondents (where they live and work as well as their occupations and names). The first section of the book contains interviews from the National Books That Made the Difference Project, in which people discussed the impact that books had made on them, including the comfort in discovering that they were not unique in their feelings and experiences. Books served as inspiration for overcoming handicaps, trying new careers, "getting away from it all," changing ways of thinking, reinforcing their thinking, making money, starting new organizations, and making them feel better. The second part discusses some special insights about libraries and reading, including why some people who can read, don't; the ways in which libraries encourage people to read; and the influences gained from other printed material. The second part shows how to apply the techniques used in this project to create a successful local or state program to produce more support for the local library or library system. An appendix contains press releases and other publicity materials. (EL)

ED 262 459 EA 017 990

*Abbott, Gypsy Anne; McEntire, Elizabeth*
Effective Remediation Strategies in Mathematics: Characteristics of an Effective Remedial Mathematics Teacher; Effective Remedial Math Teacher Checklist; Math Remediation Methods Questionnaire. Occasional Papers in Educational Policy Analysis No. 417.
**Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Mathematics Instruction; Questionnaires; *Rating Scales; *Remedial Mathematics; *Teacher Evaluation; Teacher Supervision; Teaching Methods
IDENTIFIERS- Effective Remedial Math Checklist; *Math Remediation Methods Questionnaire

This manual describes the process used in determining the objectives of a project to develop effective remediation strategies for use by teachers of mathematics. It presents two tools developed for use in assessing remedial mathematics teaching: (1) the "Effective Remedial Mathematics Checklist," for use in supervising teachers of remedial math, and (2) the "Math Remediation Methods Questionnaire (MRMQ)," designed to assess what teachers, as a group, know about effective remediation in mathematics. Information is presented on the theoretical background, test development, test administration, scoring, and analysis. Appended are (1) the checklist; (2) the questionnaire, Form A (K-6); (3) the questionnaire, Form B (7-12); and (4) an extensive bibliography. (TE)

ED 262 518 EC 180 926

*Plowman, Paul D.*
Curricula for the Gifted and Talented. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; *Educational Needs; Elementary Secondary Education; *Gifted; Talent
IDENTIFIERS- ERIC Digests

The digest examines issues related to curricula for gifted and talented students. Schools should be prepared to meet the special needs of this population in a variety of ways, including identifying their learning needs, making equipment and resources available, providing for flexible progression through learning experiences and grades, and monitoring the extent to which curriculum goals and objectives are accomplished and the needs of pupils met. Curriculum should meet a variety of student needs, including association with intellectual peers; access ideas, persons, and environments that lead to creative and productive thought; and experiences of support from guidance personnel. Curriculum modifications may include special learner objectives and classroom dialogue for intellectually gifted students. Modifications in specific academic categories may be accomplished with subject matter specialists at school district and county levels. A brief resource listing concludes the digest. (CL)

# ED 262 207 CE 042 605

*Newton, James*
Literature Review of the Writings and Conversations of Paulo Freire.
PUB DATE- Jun 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Adult Literacy; Developing Nations; Educational Needs; *Educational Objectives; *Educational Philosophy; Educational Practices; *Literacy Education; Marxism; Outcomes of Education; Postsecondary Education; School Role; *Social Change; Social Mobility
IDENTIFIERS- *Freire (Paulo)

Paulo Freire's views on adult education may be categorized as belonging to the radical or social transformationist school of thought. Basically, Freire felt that the correct objective of adult education is to engage actively in the transformation of society through changing or attacking its economic, legal, and political institutions. Born and raised in Brazil, Freire was particularly concerned with adult literacy education in the Third World. Generally speaking, Freire's earliest major works deal with the philosophy of adult education, whereas his later works begin to manifest more of a practitioner's approach to adult literacy education. Many of his earliest writings are devoted to the concept of the dialectic; however, what separated Freire's philosophy from that of earlier philosophers associated with teaching through dialogue is his focus on the combination of reflection and action within the pedagogical process. To Freire, literacy education is a student-centered process that includes the following steps: creation of education teams and cultural circles, creation of generative words, codification of words, decodification of words, and postliteracy education. Despite such shortcomings as their verbosity, occasional lack of objectivity, and fairly rare inconsistencies, Freire's writings on adult literacy education are remarkably consistent and attest to a great cohesiveness between his thoughts and his actions. (MN)

ED 262 288 CE 042 736

Development of Criteria to Measure the Extent of Implementation and the Effectiveness of Demonstration Projects in Vocational Education. Recommendations for Interim and Final Acceptable Evidence.

**Development Associates, Inc., Arlington, Va.**

SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- 15 May 79
NOTE- 24p.; For related documents, see CE 042 733-738.
CONTRACT- 300-78-0574
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Criteria; *Demonstration Programs; Educational Innovation; Educational Research; Information Dissemination; *Program Effectiveness; *Program Implementation; Research and Development; Research Utilization; Standards; *Vocational Education
IDENTIFIERS- *Impact

This document addresses the first objective of a study to develop criteria to measure the effectiveness of vocational education demonstration projects. An introduction provides background to the project and the issue addressed here, namely the issue of interim and final acceptable evidence of project impact, including the criteria, documentation, and standards that are considered sufficient for evidence of project effectiveness. Section II describes the strategy for defining acceptable evidence, which consists of conducting a literature review to assess the state of the art in measuring the effectiveness of educational innovations, formulating a draft of the interim and final acceptable evidence, reviewing the draft with an advisory panel, and revising the draft. Sections III and IV present the revised interim and final criteria, standards, and documentation. Three criteria define interim acceptable evidence: demonstration impact, dissemination, and efforts toward institutionalization. These three criteria define final acceptable evidence: utilization, long-term impact, and continuation/adaption impact. Two paradigms outline the criteria, documentation, and standards for the interim and for the final acceptable evidence. Suggestions for data collection are made in each section. Section V summarizes the document. (YLB)

ED 262 316 CG 018 551

Reducing Dropouts in Ohio Schools: Guidelines and Promising Practices. A Guide to Dropout Prevention, Intervention and Remediation.

**Ohio State Dept. of Education, Columbus.**

PUB DATE- 83
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Dropout Prevention; *Dropout Programs; Dropouts; Intervention; *Potential Dropouts; Program Descriptions; *School Activities; *School Districts; School Holding Power; Secondary Education
IDENTIFIERS- Ohio

This dropout prevention guide was designed to assist school districts in identifying potential dropouts and in developing and implementing programs that provide prevention, intervention, and remediation. The introductory section briefly reviews the purpose, design, and origin of this guide and recognizes national dropout concerns, the over-representation of minorities among dropouts, and the alienation of some gifted students. School, economic, and personal reasons for dropping out are listed; 40 characteristics of potential dropouts are given; the early identification of potential dropouts is discussed; and a potential early leaver is profiled. The steps that practitioners need to take to develop a dropout policy are outlined in the next section and an eight-step process is described. Other sections summarize procedures that districts can use to identify their own dropout problem and to plan their own course of action and describe 51 model programs in 18 dropout categories. The names of persons or agencies to contact in each program are given. This report concludes with a formal literature review of the dropout problem and a select bibliography that focuses on dropout literature and on evaluation and group process resources. The appendices contain dropout rate and high school graduate statistics and one school district's dropout report form. (NRB)

ED 262 330 CG 018 565

*Kastenbaum, Robert*
Past versus Future Orientation in Psychotherapy for the Elderly.
PUB DATE- 23 Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Anxiety; *Client Characteristics (Human Services); *Older Adults; *Psychotherapy; Quality of Life; *Time Perspective

Any attempt to discuss psychotherapy with the elderly must be cognizant of the broad spectrum of personality style, life experience, and health status that exists among older adults. This diversity holds true in the specific realm of time perspective as well. Older clients may bring to psychotherapy an active engagement with the present, a past-orientation with disruption, or obedience to external time. Time perspective research has indicated that the elderly as well as younger adults are most likely to be directing their thoughts to the near future. This finding suggests that elderly clients who exhibit a loss of subjective futurity (immersion in the past for prolonged periods) are not characteristic of older adults and may be experiencing problems in time orientation. In many clinical instances, anxiety and despair have disrupted the functional link that connects subjective past, present, and future. The individual is unable to conceive of his life as a whole. It is helpful for therapists to understand the specific way a client has organized himself with respect to time, how this pattern may have become disrupted, and how therapy can help restore the sense of continuity from who one has been to who one is now and who one will yet become. (Three brief case histories illustrate the various time orientations discussed.) (NRB)

ED 262 358 CG 018 593

*Thomas, Jeanne L.; Sanders, Linda M.*

Age and Gender Differences in Perceived Grandparenting Responsibilities.

SPONS. AGENCY- Wisconsin Univ. - Parkside, Kenosha.
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Age Differences; Child Caregivers; *Child Rearing; Discipline; *Grandparents; Middle Aged Adults; Older Adults; Parent Responsibility; *Role Perception; *Sex Differences
IDENTIFIERS- *Grandparent Responsibility

Recognizing the salience of the family in middle and later life, researchers have recently shown increased interest in grandparenting. Population trends which suggest that grandparenting is an experience relevant to many individuals and families for longer periods of time than ever before emphasize the need to examine grandparenting as an experience that changes over time. The consideration of age differences in perceptions of grandparenting is an initial step toward that goal. Age and sex differences in perceived grandparenting responsibilities were examined in 277 grandparents in three age groups (45-60 years, 61-69 years, and 70-90 years) who completed measures of perceptions of grandparenting experience. An age group by gender multiple analysis of variance indicated that younger grandparents expressed greater responsibility for disciplining, caretaking, and offering childrearing advice. Compared to grandmothers, grandfathers expressed greater responsibilites for caretaking and offering childrearing advice. When number of grandchildren and grandchildren's ages were statistically controlled, younger grandparents and grandfathers expressed greater responsibility for offering childrearing advice; grandfathers also expressed greater responsibility for caretaking. These findings may be interpreted with respect to possible developmental changes in grandparenting and cohort differences in perceptions of grandparenthood. (NRB)

ED 262 371 CG 018 606

*Silver, Steven M.*
Lessons from Child of Water.

PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *American Indian Culture; *American Indians; Community Role; *Coping; Family Role; *Holistic Approach; Military Service; *Psychotherapy; *Stress Variables; Veterans
IDENTIFIERS- *Vietnam Veterans

Native American Vietnam War veterans offer important concepts and techniques concerning the reintegration process which may be generalized to psychiatry as a whole and which may be particularly valuable to the adjustment and treatment of other Vietnam War veterans. Native American psychological healing practices as applied to returning war veterans suggest many useful approaches for other survivors of trauma as well. Critical within these practices is a view of human functioning which is non-reductionist and which takes into account the whole of the person. This includes religious, spiritual, psychological, physical, and systemic functioning. While individual tribal healing practices offer ideas for clinicians, the clinical example offering the broadest representation is the Vietnam Veteran Inter-Tribal Association national Pow-Wows which bring together Native American veterans from dozens of tribes and backgrounds. The usefulness of the community and family is demonstrated at these yearly gatherings, as is the traditional healing approach which makes no barriers among the individual's body, mind, and environment. If man is to survive unknown future events, he must learn how to absorb change and deal with its psychological stress. Native Americans, forced to deal with change and chaos for centuries, have developed many effective techniques for coping which may be equally valuable to the larger American society. (NRB)

*Danielson, Kathy Everts*
Webbing: An Outlining Strategy.

PUB DATE- Sep 85
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (Kansas City, MO, September 27-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Grade 6; Intermediate Grades; *Outlining (Discourse); Reader Text Relationship; *Reading Comprehension; *Reading Research; *Study Skills; *Teaching Methods
IDENTIFIERS- Text Structure; *Webbing (Outlining)

A study was conducted to determine how effective webbing--schematic representation of main ideas and supporting details--would be in helping students build bridges between their reading of a text and outlining the material in it. Subjects were 21 sixth grade students, who had been working on outlining and were familiar with its purpose and form. Twelve of the students worked with a fictional story, while the other nine worked with a nonfictional selection. In each of these conditions, subjects were divided into three groups. After hearing the passage read aloud, one group completed a partially complete outline of the story with no discussion of the content; one group was asked a series of oral questions to elicit the main ideas and supporting details before completing the outline; and one group was shown an outline web, then asked the same questions as the second group before completing the outline. The results showed that in both the fiction and nonfiction conditions, the group that completed the outline after discussion and after viewing the webbing did so considerably more accurately and in less time than did the other two groups. Besides webbing, other alternatives to the normal outline form can provide students with practice in organizing the material read in texts; these include pictorial, topical, charting and predication outlines. (Examples of these alternative techniques are included.) (HTH)

ED 262 430 CS 209 391

*Mayo, Kathleen O., Comp.*
Poetry: A Selective Bibliography of Poetry Books for Institution Libraries.
**Florida State Library, Tallahassee.**
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Anthologies; Bibliographies; Blacks; *Institutional Libraries; *Library Collections; Library Materials; *Poetry; Poets; Prison Libraries; World Literature

Intended to help the staff of institutional libraries develop or expand their collections of poetry materials, this bibliography offers lists of poetry works covering a broad range of poets, styles, and time periods. The first part of the bibliography provides a list of criteria used for selecting the titles cited, a list of sources used for recommendations, information for ordering titles, and sources for other titles. The remainder of the bibliography presents the citations, which are divided into the following categories: (1) standard comprehensive anthologies, (2) poetry collections, (3) poetry collections by black poets, (4) poetry collections from other languages or countries, and (5) poetry by individual contemporary poets. (HTH)

ED 262 444 CS 505 081

*Kear, Lynn*
Television and Sex Roles: A Selected Annotated Bibliography.
PUB DATE- Sep 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Androgyny; Females; Males; *Mass Media; *Media Research; Newspapers; *Programing (Broadcast); *Sex Bias; *Sex Role; Sex Stereotypes; *Television; Television Surveys; Television Viewing

Thirty-five books and articles about television and sex roles that were published between 1954 and 1983 are listed in this annotated bibliography. Among the topics covered in the articles and books are female stereotypes, the influence of television on children's perception of sex roles, a survey and summary of the research on sex roles and mass media up to 1975, sexism and how it relates to the media, a sociological analysis of sex roles, a comparison of newspaper and television portrayals of women in the roles of criminal suspect and law enforcer, content analyses of prime time programming, an analysis of prosocial/antisocial behavior on television, effects of the women's movement on sex role portrayals on television, an analysis of the portrayal of women workers, a description and interpretation of female television characters from 1950-1980, ways children identify with television characters, the use of the Bem Sex-Role Inventory to analyze character traits of both males and females, and television's portrayal of minorities and women. (EL)

ED 262 488 EA 018 059

Teachers: Opinions and Status. ERS Educator Opinion Poll.
**Educational Research Service, Arlington, Va.**
PUB DATE- Sep 85
NOTE- 63p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 226-00008; $24.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Attitude Measures; Elementary Secondary Education; *Opinions; Questionnaires; *School Demography; Staff Development; Surveys; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; Teacher Evaluation; Teacher Morale; Teacher Role; Teaching (Occupation)
IDENTIFIERS- *Opinion Polls

This 1985 Educator Opinion Poll was designed to obtain accurate data on the status, experience, and range of views held by public school teachers. The status and experience questions covered such topics as current class size, number of years of teaching experience, annual salary, eligibility for merit pay, education, professional affiliations, and length of contract year. Opinion questions covered such topics as views on teacher evaluation, ideal class size, effective schools indicators as they applied to each teacher's school, professional development opportunities, goals of education, and preferences for programs to be funded if additional money were to become available to their districts. In addition, items concerning the availability of teacher aides, the level of student achievement in basic skills, and school enrollment were included in an effort to develop a profile of the schools and student bodies. The resulting report, "Teachers--An Overview," is a brief composite portrait of the American teacher as well as similar highlights for elementary school, intermediate level, and high school teachers. The responses of teachers who say they intend to stay in teaching as long as they can are then compared to the responses of teachers who are currently undecided about their professional futures. Following these highlights, the professional and personal characteristics of each group are reported in tabular form. Each table is introduced with comments pointing out some of the major findings. A concluding technical note discusses the limitations of the data. (TE)

*Nazarro, Jean N.*
Using Your Microcomputer to Acquire Special Education Information. 1984 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-81-0031
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; *Microcomputers; Professional Education; Special Education; *Telecommunications
IDENTIFIERS- ERIC Digests

The digest answers basic questions about using microcomputers for professional development in special education. Use of the microcomputer as a self-contained unit is described and the types of information available on diskette from the ERIC Clearinghouse on Information Resources are considered. The microcomputer's application in networking is discussed. The services of BRS/After Dark and DIALOG's Knowledge Index, in accessing special education files are reviewed. Contents are briefly described of four files: ERIC (Educational Resources Information Center), ECER (Exceptional Child Education Resources), SPIN (School Practices Information Network), and SPIF (School Practices Information File). Additional resources, including a compilation of microcomputer courseware for use in elementary and secondary education and newsletters focusing on current developments in the high tech area, are listed. Information on DIALOG's Knowledge Index and the electronic communication network of the National Association of State Directors of Special Education concludes the digest. (CL)

*Davis, Russell; And Others*
Inservice Training for Regional Planning/Articulation of Vocational Education: A Resource Manual.
**North Texas State Univ., Denton. Coll. of Education.**
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 178p.; For a related document, see CE 042 489.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; *Articulation (Education); Communication Skills; *Cooperative Planning; Coordination; Educational Cooperation; Educational Planning; Government School Relationship; *Inservice Education; Labor Needs; Models; Needs Assessment; Planning Commissions; Postsecondary Education; Questionnaires; *Regional Planning; School Business Relationship; School Districts; Secondary Education; Staff Utilization; *Statewide Planning; Surveys; *Vocational Education
IDENTIFIERS- *Texas

This guide is designed to serve as (1) instructional materials for training those assigned to provide technical assistance in the regional planning and articulation of vocational education and (2) a resource to familiarize and train the recipients of the planning processes. Addressed in the individual chapters of the manual are the following topics: the rationale for regional planning and articulation, the representational make-up of the regional planning model, the planning process, orientation and use of the planning committee, procedures for planning on a regional basis, development and implementation of a communication system, and the process of articulation. The final section of the guide contains 26 handouts dealing with such topics as assessing the need for workers in priority occupations; comparing enrollment and labor market projections; administering a community occupational survey; planning a training program; developing a communication system; implementing followup activities; and tracking data flow at the local, regional, and state levels. (MN)

ED 262 178 CE 042 543

*Williams, William*
A Computer Model to Facilitate Involvement of Occupational Advisory Committees in Program Planning. Final Report.
**Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.**
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- Sep 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; *Computer Software; Courses; *Curriculum Development; Microcomputers; *Participative Decision Making; Postsecondary Education; *Program Development; Secondary Education; *Tool and Die Makers; Trade and Industrial Education; Vocational Education

A microcomputer program was developed to facilitate and expedite the course planning and updating processes. Two vocational schools (one full-time and one part-time) were identified that had recently been or were involved in course revision. Two programs from each school were placed on the program disk. Data were placed on a data disk, and resultant output was discussed with the teachers at the schools. Adjustments were made in the program from the suggestions of the users. It was planned that craft committees will be asked to use the program and evaluate its effectiveness with their committee in Fall 1985. Recommendations were for the creation of a program data disk for each vocational program area in Pennsylvania and development of unit plans that match and complement the program data disks. (An appendix, the largest portion of the report, is a presentation describing the computerized course of study planning program with examples of the video screens and examples of data, including a list of units for tool and die, list of units by grade level for tool and die, and a course schedule for tool and die.) (YLB)

ED 262 248 CE 042 670

*Boldovici, John A.; Scott, Thomas D.*
The Hewlett-Packard HP-41CV Hand-Held Computer as a Medium for Teaching Mathematics to Fire Control Systems Repairers. Research Report 1408.
**Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.**
PUB DATE- Oct 84
NOTE- 72p.; Product of the Training and Simulation Technical Area Training Research Laboratory. Appendix F contains small, light print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Educational Assessment; Educational Research; *Electronic Technicians; Fire Protection; Mathematics Skills; *Microcomputers; Military Training; Outcomes of Education; Postsecondary Education; Research Design; Research Methodology; Research Problems; *Teaching Methods; *Technical Education; *Technical Mathematics
IDENTIFIERS- Army; Evaluation Research

A study compared the benefits of using the Hewlett-Packard HP-41CV hand-held computer, as opposed to conventional training without computers, in teaching mathematics to fire control systems repairers. Thirty soldiers in a course to train fire control systems repairers received training in technical mathematics using the hand-held computer, whereas another 30 soldiers enrolled in the same course were presented the same course material, but without the use of computers. An end-of-training mastery test, which was administered to both groups, failed to reveal any statistically significant differences between the two instructional approaches. Flaws in the design of the evaluation study prevented the researchers from determining whether there really were no differences in the relative effectiveness of the computer-aided and conventional methods of instruction in the particular course under investigation or whether the lack of any statistically significant differences could be attributed to such factors as differences between entry-level mastery of course material, different amounts of training received by the two groups, or the administration of an end-of-course test that was not difficult enough to reveal proficiency differences between the two groups. It was recommended that these factors be taken into account when similar studies are planned in the future. (This report includes the instructor manual for the computer lesson.) (MN)

ED 262 302 CG 018 537

*O'Farrell, Timothy J.; Birchler, Gary R.*

Marital Relationships of Alcoholic, Conflicted, and Nonconflicted Couples.

SPONS. AGENCY- Veterans Administration Hospital, Brockton, Mass.
PUB DATE- Aug 85
NOTE- 36p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Alcoholism; *Interpersonal Communication; Interpersonal Relationship; *Marital Instability; *Marital Satisfaction; *Perception; *Spouses

Understanding characteristics specific to alcoholics' marriages could help therapists to more effectively address the needs of alcoholic clients. To identify some of these characteristics, 26 married couples with an alcoholic husband (ALC) were compared with 26 maritally-conficted (MC) and 26 nonconflicted (NC) couples without alcohol problems. All couples completed the Marital Adjustment Test, the Marital Status Inventory, and the Areas of Change Questionnaire. Couples were videotaped for 10 minutes while discussing a current marriage problem, and tapes were rated using the Marital Interaction Coding System. In addition, MC couples completed a Problem Areas Questionnaire; ALC husbands completed the Michigan Alcoholism Screening Test (MAST) and a portable breath test; and NC wives completed the MAST about the husband's drinking to assure that the husband had no drinking problem. The results indicated that ALC couples resembled MC couples and both showed greater relationship distress than NC couples in the areas of marital stability, change desired, and percent of positive communication behaviors. Although findings were not very supportive of the prediction that ALC couples would show characteristics unique to ALC's, ALC husbands reported fewer desires for change in the relationship, greater marital satisfaction, and less awareness of partner-desired changes than did ALC wives, suggesting that the ALC husbands held positively-biased perceptions of their marriages. (Three data tables and four figures are included.) (NRB)

ED 262 344 CG 018 579

*Levi, Ariel S.; Pryor, John B.*

Mediators of the Availability Heuristic in Probability Estimates of Future Events.

PUB DATE- Aug 85

NOTE- 44p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attribution Theory; *Cognitive Processes; *Critical Thinking; *Heuristics; *Prediction; Probability

IDENTIFIERS- *Causal Thinking

Individuals often estimate the probability of future events by the ease with which they can recall or cognitively construct relevant instances. Previous research has not precisely identified the cognitive processes mediating this "availability heuristic." Two potential mediators (imagery of the event, perceived reasons or causes for the event) were examined using the 1984 presidential debate as the to-be-predicted event. College students (N=205) were randomly assigned to one of six conditions in a 2x3 factorial design. The first factor varied who won the debate, Reagan or Mondale. The second factor varied the cognitive availability of the debate outcome and reasons for the outcome. Subjects read scenarios which either described the debate and outcome (imagine condition), included plausible reasons for the outcome (reason condition), or a combination of both scenarios (imagine and reason condition). Subjects then answered questions on politics, the media, candidate preference, and an estimate of who would win the actual debate. The results indicated that debate predictions were affected by participants' candidate preferences and self-generated reasons. In addition, debate predictions were affected by the availability of reasons but not by imagery of the outcome. Simply imagining a winner had no effects on predictions, but considering reasons for the outcome did significantly affect predictions. These findings are consistent with research indicating the importance of causal thinking in judgment under uncertainty. (NRB)

ED 262 399 CS 208 920

*Dow, Caroline*
Privacy Law As It Affected Journalism, 1890-1978: Privacy Is a Visual Tort.
PUB DATE- Aug 85
NOTE- 49p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; *Court Litigation; *Freedom of Speech; Information Dissemination; Journalism; *Mass Media; *Media Research; News Media; *Privacy; Torts; Visual Aids
IDENTIFIERS- Journalism History; *Visual Journalism

To determine the treatment of visual journalism by privacy law from the origins of privacy law in 1890 until 1978, an analysis was made of the mass media legal cases occurring between those years. The cases were subjectively divided into three categories: those that established or extended a freedom of the press or the right of a defendant to gather, store, or disseminate information; those that limited or narrowed the right of the press or defendant to gather, store, or disseminate information; and those cases that did not relate to the question or were neutral. The cases were then coded for visual content: sketches, photographs, newsreels, cartoons, nonadvertising posters, documentary movies, and television news and documentaries. The analysis supported the statements that privacy law grew out of a response to visual journalism and that the law of privacy as it affects journalism is primarily visual. In addition, the privacy law was more restrictive of visual than of print journalism. Over 80% of all restricting privacy cases pertained to visual journalism. The results suggest that a lack of distinction between the forms (channels) of the invasion of privacy has obscured its historical origins and made the law of privacy more murky and more restrictive. (HOD)

ED 262 474 EA 018 024

*Kerrins, Judith A.*
Inservice Training Needs of School Board Members as Perceived by School Board Members and School Superintendents in the State of Colorado.
PUB DATE- Mar 85
NOTE- 31p.; Paper presented at the Annual Meeting of the American Association of School Administrators (117th, Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Boards of Education; Elementary Secondary Education; *Inservice Education; Predictor Variables; State Surveys; Superintendents
IDENTIFIERS- *Board of Education Members; Colorado

Approximately 500 Colorado school board members and school superintendents responded to a 1983 questionnaire that sought to determine the extent to which a need for inservice training for school board members was perceived as important. Of 67 skills or areas of knowledge listed in the questionnaire, the board members identified 20 as fairly important or necessary. Of the five subject areas into which the 67 items were subdivided, the area of "Role and Responsbility" was considered most vital. Superintendents agreed with the board members in a priority given to each of the five subject areas, but disagreed concerning the extent to which training was needed. The types of population served by the boards (urban, suburban, isolated city, rural mountainous, or rural agricultural) did not affect the findings, nor did the board members' sex or years of experience on a board. The board members' income levels and educational levels did affect their perceptions of training needs. Of the 14 training methods listed in the questionnaire, 13 were identified as having been used in at least one of the 107 districts surveyed. Discussions with superintendents and with other board members were perceived as the two most effective methods for inservice training. (PGD)

# ED 262 534 EC 180 942

*Strop, Jean M.; Hultgren, Holly M.*
A Profile of the Characteristics, Needs and Counseling Preferences of Talent Search Summer Institute Participants.
PUB DATE- 1 Apr 85
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Small print in Appendix B may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Adolescents; *Counseling; Psychological Needs; Secondary Education; Self Esteem; Self Evaluation (Individuals); Student Characteristics

The Rocky Mountain Talent Search 1984 Summer Institute participants, consisting of 12 through 15-year-old, highly able, high achieving students, are described in this study. The Harter Perceived Competence Scale for Children was used to measure feelings in the areas of cognitive, social, and physical competence and general self-esteem. An Adolescent Survey Form on Counseling Needs was designed to investigate the students' characteristics, affective needs, common coping styles, and preferred counseling techniques. Characteristics used by these students to describe themselves, as well as ratings of perceived competency, indicated this group was curious, independent and perfectionistic. They felt highly competent in cognitive areas, and less so in social and physical areas. Common concerns and preferred coping strategies were summarized. Students reported school counseling services were rarely used except for gathering information and scheduling courses. Preferences for counseling techniques were listed. As a group the Rocky Mountain Talent Search students had a profile of characteristics and needs which suggests specific counseling approaches to enhance affective development. (CL)

ED 262 550 EC 180 959

*Feldstein, Jerome H.*
Behavioral Treatment of Aggression in the Mentally Retarded: A Review.
PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Aggression; *Behavior Modification; Contingency Management; *Intervention; *Mental Retardation; Program Effectiveness; Reinforcement; *Research Methodology

The paper reviews 34 behavioral treatment studies (1967-1983) examining reduction of aggressive behavior in mentally retarded people. Research reviewed was limited to treatment of physically aggressive responses such as hits, kicks, bites, chokes, scratches, and throwing objects by persons designated as mentally retarded. Among results reported are that a variety of techniques were employed and all reported decreases in aggressive behavior; only 21 articles included an experimental design; outcome rates showed substantial decreases, although some aggressive behavior usually remained; and non-aversive treatments included reinforcement, extinction, and changes in the physical environment. Differential reinforcement was combined with a variety of aversive consequences such as reprimands, time out, and overcorrection. Details were generally lacking about use of tranquilizing and anticonvulsant drugs. The paper points out the need for information on treatment of adults with low-frequency, high intensity aggression, those who live in community residences, and those with histories of successful aggression. (CL)

ED 262 193 CE 042 569

*Buckmaster, Annette*

Marketing and Market Research for Adult and Continuing Education.

PUB DATE- Nov 85
NOTE- 32p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Programs; *Continuing Education; Data Collection; Educational Needs; Information Seeking; *Marketing; *Needs Assessment; Postsecondary Education; *Program Improvement; Publicity; *Research Methodology; Research Needs; Surveys

Marketing is an essential part of conducting a continuing education program, but marketing consists of more than just promotion. According to Kotler, exchange is the central concept underlying marketing. Marketing involves understanding, planning, implementing, and controlling this exchange. The exchange situation contains all the elements of the "marketing mix": program design, pricing, promotion, position with regard to competitors, and program distribution. All of these potentially can be varied to improve the performance of a continuing education agency in its market. Effective marketing requires information, which can be acquired through internal sources (program faculty or employees, students) or externally through such techniques as mail surveys, personal interviews, telephone interviews, sampling, and focus groups. Such research can lead continuing education programs to determine market populations and their needs, to create programs to meet these needs, and to promote programs to the target population. Several figures are included. (KC)

ED 262 234 CE 042 647

*Kenneke, Larry J.*
Industry Panel Curriculum Project. Final Report.
**Oregon State Univ., Corvallis. Vocational-Technical Education Dept.**
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- Aug 85
NOTE- 13p.; For related documents, see CE 042 648-652.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Curriculum Development; Educational Improvement; Educational Objectives; Education Work Relationship; Material Development; *Occupational Clusters; Program Administration; *Program Improvement; Relevance (Education); Research Methodology; Research Problems; *School Business Relationship; Secondary Education; *State Curriculum Guides; Statewide Planning; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- Industry Review Panels; *Oregon

This project was conducted to develop and disseminate updated curriculum guides for nine selected cluster areas of vocational education programs in Oregon; only five were developed. The updates were based on recommendations made by industry review panels (IRPs). Specialists from the Oregon Department of Education and Oregon State University provided assistance to the panels. Updates were created for the industrial mechanics, metals, construction, food services, and forest products cluster areas. Where appropriate, mini-guides addressed the needs of handicapped and disadvantaged students, and efforts were made to reduce sex bias and sex-role stereotyping. Extensive efforts were made to revise the guides so as to improve teaching techniques or curriculum materials that are used in vocational classrooms and/or laboratories. The guides that were produced include information on (1) revision of program goals, (2) industry trends that will affect subject matter and teaching methods, (3) identification of changes in trade practices, (4) employment trends, (5) additions or deletions in subject matter and changes in emphasis, and (6) future equipment needs. Problems encountered during the project included lack of timeliness because of the busy schedules of the participants, which made scheduling of meetings and completion of materials difficult, and the resignation of the project director. However, the project concluded that IRPs are a viable method of updating curricula, and made recommendations for smoother functioning of future projects. (KC)

ED 262 262 CE 042 695

*Rinaldi, Joseph G.*
Microcomputer Word Processing Implementation. Final Report.
**Pottstown School District, PA.**
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 1 Aug 85
NOTE- 12p.
CONTRACT- 93-5015
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; Competency Based Education; Computer Software; Course Content; *Curriculum Development; Educational Resources; High Schools; Instructional Materials; Material Development; *Microcomputers; *Office Occupations Education; *Office Practice; Program Development; Teaching Methods; Units of Study; Vocational Education; *Word Processing

This project was conducted to implement a word processing unit of study within the office practice classes at Pottstown (Pennsylvania) Senior High School, using microcomputers. An additional purpose was to provide access to microcomputer accounting applications in the office practice classes. During the project, the following activities were completed: (1) visits to various school districts that were using word processing; (2) review of word processing software; (3) viewing of presentations and sample materials from South-Western and Gregg/McGraw Hill publishing companies; and (4) discussion of the use of word processing instruction by the school's advisory committee. After these procedures had been completed, the business education teachers selected a variety of programs and courseware to be used within the business department. Instruction will be provided to all students enrolled in the secretarial, accounting, and clerical programs. (Supplementary materials developed through the project include a list of competency-based objectives as they apply to word processing instruction; a plan to incorporate word processing into the existing office practice classes; a list of word processing learning materials selected, including both programs and workbook materials; and a list of accounting materials selected, including both programs and workbook materials.) (KC)

ED 262 276 CE 042 719

*Meaders, O. Donald*
Development and Strengthening of Agricultural Education in Grenada. A Report.
**Michiagn State Univ., East Lansing. Dept. of Agricultural and Extension Education.**
PUB DATE- 26 Mar 85
NOTE- 31p.; A study conducted during October-November 1984 at the request of the Caribbean Agricultural Extension Project in cooperation with the Ministry of Agriculture and the Ministry of Education. For related documents, see CE 042 720-723.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Change Strategies; Curriculum Development; Economic Development; Educational Cooperation; *Educational Improvement; *Educational Needs; Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Role; Government School Relationship; Needs Assessment; Policy Formation; Postsecondary Education; Public Policy; School Role; Teacher Education; *Vocational Education
IDENTIFIERS- Caribbean Agricultural Extension Project; *Grenada

A study examined present agricultural education programs in Grenada and made recommendations for needed improvements. Data for the evaluation were obtained from numerous documents and publications, field trips, and discussions with key officials in various ministries and institutions, including the Ministry of Agriculture, Ministry of Education, Technical and Vocational Institute, Institute for Further Education, and Food and Nutrition Council. The data collected from these sources indicated that there is an urgent need to strengthen the agricultural education program in Grenada. Particularly needed is a strong basic education program in the primary schools, including instruction in mathematics and science, as a foundation for strong agricultural education programs. The development of curricula and syllabi for teaching agriculture at these levels should be the country's top priority. Also vital are the preparation for agriculture teachers and the establishment and government support of 14 proposed agricultural education centers. Staff supervising agricultural science programs should hold bachelor of science degrees in agricultural education, and teacher workshops should be provided on a regular basis. (Appendixes to this report include a listing of documents reviewed by the researcher, data on present staffing and training needs in Grenada, and selected information concerning educational institutions and enrollment in them.) (MN)

ED 262 415 CS 209 323

*Wardlow, Elwood M.*

Effective Writing and Editing: A Guidebook for Newspapers.

**American Press Inst., Reston, Va.**

PUB DATE- 85
NOTE- 61p.
AVAILABLE FROM- American Press Institute, 11690 Sunrise Valley Dr., Reston, VA 22091 ($2.00, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Editing; Expository Writing; Headlines; *Journalism; *News Media; *News Reporting; *News Writing; Readability; Revision (Written Composition); Writing for Publication; Writing Improvement; Writing Skills
IDENTIFIERS- *Writing Style

Aimed at media professionals, students, and all others interested in better writing, this booklet is intended to share the wisdom on editing and writing distilled from the experience and thinking of the Associated Press Institute (API) staff and seminar attendees. Following an introduction, the booklet's first section--on writing--presents: essential elements in good writing such as clarity, style, and accuracy; the main steps for each story; a discussion on organizing the information when writing the lead and the story; lists of specific things writers can do to produce "quality" writing; the top 40 on the "enemies" list (such as wordiness, errors of fact, and confusing pronouns); useful formulas to gauge readability; suggestions for explaining difficult subjects; hints for writing a story as one writes a letter to an intelligent friend; points on spelling; ways to analyze what one reads; a brief discussion of buzz words and gobbledygook; suggestions for curing writer's block; discussion of the importance of a writing coach and of editing and rewriting; and a list of good books on writing and editing. The second, shorter section--on editing--focuses on the editor's tasks of tightening and polishing, offers headline techniques and guidelines for cutlines, tells how stories are selected, and gives information describing the American Press Institute. (EL)

ED 262 445 CS 505 085

*Booth-Butterfield, Melanie*
Communication Script Analysis: A Four-Part Model for Predicting Perception of Sexual Harassment.
PUB DATE- 15 Oct 84
NOTE- 19p.; Paper presented at the Conference on Communication, Language, and Gender (Oxford, OH, October 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Communication Research; *Interpersonal Communication; *Models; Prediction; *Predictor Variables; *Sexual Harassment
IDENTIFIERS- *Communication Script Analysis

In predicting why one person may label behavior "sexual harassment" while others may be less inclined to interpret communication as harassing, four variables appear: the immediacy of the communication, employment in a field dominated by or balanced with members of the opposite sex, information about anti-harassment guidelines, and prior experience with harassment. Communication scripts (cognitive structures that help people function in day-to-day communication situations) can provide a useful framework for analyzing each of these variables in relation to the labeling of sexually harassing communication. This four-part model has implications for training workers to recognize and deal with potentially harassing situations. Future research should test the effects of immediacy, career choice, prior experience, and topical knowledge on the perception of sexual harassment. (DF)

ED 262 460 EA 017 992

*Joyce, Bruce; And Others*

Research-Based Teaching Skills: What Is in the Storehouse? Final Report.

**Oregon Univ., Eugene. Center for Educational Policy and Management.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Environment; *Classroom Research; Classroom Techniques; Curriculum Research; Educational Environment; *Educational Innovation; *Educational Research; Experimental Curriculum; Experimental Teaching; *Field Studies; Individualized Instruction; Learning Strategies; *School Effectiveness; *Teaching Skills
IDENTIFIERS- Behavioral Systems Approach; Cooperative Learning

Findings from four lines of inquiry that attempt to identify teaching skills are reviewed. Following a brief introduction, the first section discusses definitions of "skill" and outlines empirical attributes of teaching skills. In the following section, the four lines of inquiry are described. Results are analyzed in the third section. First, naturalistic studies--analyzing teaching and instructional management in "regular" classrooms, and often deriving experimental models of effective teaching--are reviewed. Second, theory-driven studies--positing particular educational environments as affecting specific types of learning and analyzing the skills used to create such environments--are examined in four subcategories: social models, involving group inquiry by students; information-processing models, emphasizing techniques designed to improve cognition; student-centered models; and behavioral models. Third, examples of curriculum research are reviewed. This research asks whether there are reproducible techniques for producing curricula that affect learning, and whether schools can foster sufficient stability for these curricula to succeed. Finally, effective schools research is considered; it inquires into what types of school environment benefit learning, and how educators produce such environments. The final section briefly summarizes the findings of all four research avenues, assesses their value, and suggests an integrative framework. An extensive bibliography is included. (MCG)

ED 262 519 EC 180 927

*McClellan, Elizabeth*
Defining Giftedness. 1985 Digest.
**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-84-0010
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted
Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Information Analysis/State-of-the-Art
Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Definitions; Elementary Secondary Education; *Gifted;
Government Role; *Student Characteristics
IDENTIFIERS- ERIC Digests

The digest examines conceptions of giftedness. A brief historical review notes L. Terman's work and impetus for increasingly broadened definitions since the 1940's. The 1969 Marland Report is cited and its definition of giftedness is presented. Current response to that definition's inclusion of six achievement areas (general academic ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability) is noted. The federal definition of giftedness as contained in the Omnibus Budget Reconciliation Act of 1981 is provided. More recent emphasis on high performance capability in mathematics, science, foreign languages, or computer learning is noted. It is suggested that the ways in which schools operationally define giftedness are often based on the needs of society. Concluding points center on reasons for defining giftedness and considerations in deciding not only what giftedness is but how the gifted are identified and what services schools should provide. (CL)

ED 262 208 CE 042 607

*Brown, James M.; And Others*
An Analysis and Validation of Vocational Special Needs Inservice Issues.
**Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.**
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
PUB DATE- Jul 85
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; Disadvantaged; *Educational Needs; *Inservice Teacher Education; *Needs Assessment; Secondary Education; *Teaching Skills; *Test Construction; Test Reliability; Test Validity; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Special Needs Students

This report presents the results of a four-year effort to develop a valid and reliable inservice needs assessment instrument. (The instrument was designed to identify competencies that should be the focus of inservice training for vocational educators who teach or provide services to special needs learners.) Chapter I is an introduction. Chapter II reviews new research on instruction and evaluation and describes how these issues have been included in the revised needs assessment survey. A description of the methodology/research design used in the development and field testing of the Special Needs Inservice Survey is provided in chapter III. This includes the survey's instrumentation, population, sampling plan, data collection methods, and data analysis techniques. Chapter IV presents data collected with the current version of the instrument. These data describe vocational educators' self-perceptions of their competencies in both general and specific instructional techniques related to special needs learners, as well as their preferences regarding the format, time, and delivery personnel needed for such inservice experiences. Chapter V reports the reliability and validity of the survey instrument. Chapter VI contains conclusions, a summary, and recommendations. A list of references precedes appendixes, including the instrument, sampling plan, and data tables. (YLB)

ED 262 221 CE 042 630

Office Procedures 20-30. Business Education Curriculum Guide.
**Alberta Dept. of Education, Edmonton. Curriculum Branch.**
PUB DATE- 85
NOTE- 40p.; For related documents, see CE 042 625-633.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Communication; Business Education; *Business Skills; Clerical Occupations; Course Content; Curriculum Guides; Foreign Countries; Guidelines; High Schools; *Information Processing; *Office Occupations Education; *Office Practice; Program Content; Recordkeeping; *Secretaries; Simulation; Student Evaluation
IDENTIFIERS- Alberta

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of office procedures. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for office procedures 20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the 10 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are structure of the business office, personnel in the business office, business communication, records management, information processing, clerical routines, secretarial routines, office specialties I and II, and office simulation. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

Development of Criteria to Measure the Extent of Implementation and the Effectiveness of Demonstration Projects in Vocational Education. Recommended Criteria for the Review of Demonstration Project Proposals.

**Development Associates, Inc., Arlington, Va.**

SPONS. AGENCY- Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE- 17 May 79
NOTE- 36p.; For related documents, see CE 042 733-738.
CONTRACT- 300-78-0574
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Criteria; *Demonstration Programs; Educational Innovation; Information Dissemination; *Program Effectiveness; Program Implementation; *Program Proposals; Research and Development; Research Utilization; *Success; *Vocational Education
IDENTIFIERS- Impact

This document addresses the second objective of a study to develop criteria to measure the effectiveness of vocational education programs. An introduction provides background to the project and the objective addressed here, namely the recommendation of proposal review criteria. Section II discusses development of the recommended criteria, which are intended to distinguish those applications that are predictive of the ability of the application to achieve successful implementation, documentation, and regeneration. Ten proposal review criterion categories are presented in Section III: evidence of need, educational significance, measurable objectives, appropriate activites, efficient management, reasonable budget, appropriate personnel and facilities, technically sound evaluation plan, commitment of applicant organization, and effective dissemination plan. Within each criterion category are several criteria, all of which are characteristics of successful projects. An explanation and rationale are given first in each category. The criteria for the category are then listed with a brief explanation for each one. Section IV details proposal review procedures. The proposal review form is provided. (YLB)

ED 262 331 CG 018 566

*Kahn, Marvin W.; And Others*

An Epidemiological Study of Mental Illness and Substance Abuse among the Homeless.

PUB DATE- Aug 85
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Alcoholism; Demography; *Drug Abuse; *Males; Mental Disorders; *Psychopathology; *Self Concept
IDENTIFIERS- *Homeless People

Reported rates of mental illness and substance abuse in homeless populations vary widely and are usually based on clinical impressions. In this report structured interviews and objective measures of pathology were used to survey demographics, psychopathology, and substance abuse in a homeless population. Subjects (N=107), who were recruited from a soup kitchen meal line, completed a 46-item structured demographic questionnaire; a 39-item structured questionnaire on alcohol use, drug use, and their effects; a brief screening test of impairment; and the Minnesota Multiphasic Personality Inventory 168. The survey results indicated that the population was relatively young, male, and Caucasian. Serious alcohol abuse was indicated in about one-third of the cases, and serious street drug abuse was indicated in about one quarter. Severe psychopathology of psychotic proportions was found in over one-third of the cases. In contrast to these findings, few of the respondents perceived themselves as having emotional or substance abuse problems, and few rated themselves as unhealthy or in need of medication. This finding suggests that these people would be unlikely to seek help from mental health or substance abuse agencies. (NRB)

ED 262 359 CG 018 594

*Engel, John W.*
Male/Female Role Values: A Comparison of Caucasian and Japanese American College Students.
PUB DATE- 6 Nov 85
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dallas, TX, November 4-8, 1985). This research was supported by the Hawaii Institute of Tropical Agriculture and Human Resources, Journal Series.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Child Rearing; College Students; Comparative Analysis; *Cross Cultural Studies; Cultural Differences; *Family Life; Higher Education; *Japanese Americans; *Role Perception; Sex Differences; *Sex Role; Student Attitudes; White Students; *Work Attitudes
IDENTIFIERS- Hawaii

Research in America on sex role attitudes and beliefs tends to neglect the views of minorities. While there is some research on the sex role attitudes of Chinese Americans, little is known about Japanese American attitudes and beliefs. To assess and compare Japanese and Caucasian American college students' attitudes, a questionnaire assessing values related to men's and women's roles in family and work contexts was administered to 244 Japanese American and 99 Caucasian college students. The results revealed that while all groups tended to be more liberated than traditional, they also maintained some relatively traditional beliefs. Japanese and Caucasian men differed significantly in their beliefs regarding women's place in the home, working women's homemaking and childcare responsibilities, sex differences in abilities related to homemaking and childcare, and men's capacity for enjoyment of homemaking and childcare. Japanese and Caucasian women differed significantly in their beliefs regarding women's capacity to handle the responsibilities of both career and home, potential effects of wife's employment on marital adjustment, their own potential for enjoying the role of a full-time housewife, shared roles in marriage, potential effects of househusband roles on masculinity, women's primary responsibilities, comparative male/female suitability for housework and childcare, and equal rights and responsibilities. Japanese American beliefs and attitudes towards male and female roles can be seen as reflecting both traditional Japanese ideals and the realities of early immigrant life and work in America. (NRB)

ED 262 372 CS 008 104

*Dunne, Jane G.; McGrath, Mary R.*
Listen to Me! I Want to Tell You Something!
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Elementary Education; Literature Appreciation; Minority Group Children; *Motivation Techniques; Program Descriptions; Reader Response; *Reading Attitudes; *Reading Programs; *Recreational Reading; School Community Relationship; *Student Motivation; Volunteers
IDENTIFIERS- Conversation; Reluctant Readers

Acknowledging children's need for informal conversation, the staff of an eastern elementary school began a reading incentive program to encourage children to read for fun and to increase their leisure by providing a listening ear while they told someone about the books they had read. Adult volunteers were recruited to listen to children's informal, oral book reports. Incentives in the form of ice cream certificates were used for the first 12 weeks of the program. When a child had read and reported on five books, that child received a certificate redeemable for an ice cream cone. When a child had read 12 books, a new book was placed in the school library with a bookplate announcing it as a gift from the child. By the time the incentives were discontinued, the children had developed the library habit and discovered for themselves the pleasure of reading books and sharing them. Students read over 13,000 books in the year and a half the program had been in effect. The rather sophisticated skills required to put their thoughts about the books they read into logical sequence before expressing them led to children's natural, unaffected expressions of ideas and opinions. The program was beneficial both for children whose native tongue is English and for children for whom English is a second language. (HTH)

ED 262 386 CS 008 176

*Spiegel, Glenn; Campbell, John J.*

Measuring Readability with a Computer: What We Can Learn.

PUB DATE- May 85
NOTE- 18p.; Paper presented at the Meeting of the UCLA Conference on "Computers and Writing: New Directions in Teaching and Research" (Los Angeles, CA, May 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Testing; *Computer Software; Higher Education; Measurement Techniques; *Readability; *Readability Formulas; *Reader Response; *Reading Comprehension; Test Validity; *Word Processing; Writing (Composition)
IDENTIFIERS- *Audience Awareness

The Flesch readability index yields meaningful information about the responses of readers to texts. Because the formula is so simple, a group of English teachers wrote a program in BASIC that would count some obvious surface features of a text and calculate Flesch scores. Among the programing problems encountered were counting words (taking into account numbers, acronyms, and abbreviations) and counting the number of syllables in a word (English has no regular rules for reliably dividing words into syllables). Using only this readability program will not ensure improved comprehension because the act of reading and comprehending involves so many interrelated factors. However, the program can be used to test the readability of government manuals, orders, instructions, and so on. It can also be used to alert writers to revise their prose according to the reading level of the intended audience and to serve as a taking-off point for a college classroom discussion of audience. An advantage of the readability program is that students can run it themselves. For those who use word processors, a readability program will probably end up as one more utility program--like a word counter or spelling checker--that quickly provides potentially useful information about one's prose. (HOD)

ED 262 431 CS 209 393

*Squire, James R.*
The Labors of Sisyphus; Achieving Excellence in Schooling.
PUB DATE- 7 May 85
NOTE- 12p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Critical Thinking; *Educational Improvement; *Educational Needs; Elementary Secondary Education; *English Instruction; Instructional Materials; Language Arts; Literacy; Literature Appreciation; *Reading Instruction; Reading Materials; Student Evaluation; Teacher Education; Teaching Methods
IDENTIFIERS- *Excellence in Education

Seven critical needs require attention if the educational community is to capitalize on current opportunities for educational reform. (1) Literacy must be redefined and recognized as involving more than minimal skills. (2) All children must have access to the tools of learning and the carriers of culture. Library and instructional resources and their budgets must be restored to provide early and ready access to reading materials. (3) The higher thought processes essential to reading and English must be stressed, as must teaching methods that go beyond reading, writing, and oral interaction to include constructive response to ideas. (4) Technology must be used to strengthen reading, writing, and thinking. Studies suggest that children from culturally different and economically handicapped backgrounds have fewer opportunities than their peers to interact with computers and that such experiences are more than twice as likely to be limited to drill and practice activity. (5) Both tests and textbooks must be strengthened. Teachers need to be more aware of the ramifications of assessment programs and of the opportunities implicit in adopting multiple approaches to evaluation. (6) Kindergarten through grade 12 literary programs must be redefined. Too often, overt concern with basic reading and writing skills leads unintentionally to a neglect of humankind's common heritage, and to a reduction in the time devoted to literary studies. (7) Teaching conditions and teacher education must be reconstituted to support achievement of excellence. More concern must be given to qualitative considerations in the teaching of English and reading. (HTH)

ED 262 489 EA 018 066

*Salloum, Kirk*

Private Funding for Elementary and Secondary Public Education in British Columbia for 1983/84.

PUB DATE- Jul 85
NOTE- 285p.; Master's Thesis, Simon Fraser University, British Columbia, Canada.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Donors; Educational Economics; Educational Finance; Elementary Secondary Education; Endowment Funds; Financial Policy; Foreign Countries; *Fund Raising; Investment; *Money Management; Philanthropic Foundations; *Private Financial Support; *School Funds; School Support
IDENTIFIERS- British Columbia

This study examines major issues in, and effective practices for, private funding for elementary and secondary public education in British Columbia. The sources and allocation of funds for school districts and schools were investigated, along with their funding practices. Using data on funds obtained from a representative sampling of 13 districts and 66 schools, along with opinions of administrators and literature relating to the topic, the study revealed the benefits and disadvantages of private funding. Results revealed that schools receive an estimated $14.8 million in private funds. $4.7 million was spent on curricular expenditures, and $5.5 million on extracurricular, and the remainder went to school boards, scholarships, and donations. The study found that private funding at the school level is not cost-effective, that private scholarships exceed those given by the government, and that funds go to a minority of students. On the other hand, private funding not only supplements programs, but enhances community relations and provides learning opportunities for students. The study concludes that government incentives should be established that encourage more private funding at the school district level. (TE)

ED 262 165 CE 042 489

*Davis, Russell; And Others*
Regional Planning/Articulation. A Final Report of Research.
**North Texas State Univ., Denton.**
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 85
NOTE- 33p.; For a related document, see CE 042 487.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Articulation (Education); *Cooperative Planning; Coordination; Educational Cooperation; Educational Planning; Government School Relationship; *Inservice Education; Models; Postsecondary Education; *Regional Planning; School Business Relationship; School Districts; Secondary Education; Staff Utilization; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Texas

A project was undertaken to (1) develop a model for regional planning of vocational education based on service center regions in Texas; (2) establish an effective communications system for providers of occupational education in the state; (3) provide a process for the inservice training of participants in regional vocational planning; and (4) develop a process of articulation between all entities (providers, business/industry, and government) of the planning region. After examining all the data compiled during the project, the project staff recommended that the Texas State Board for Vocational Education should establish 24 technical assistance regions in the state for the purpose of providing technical assistance to local providers in the planning, articulating, and evaluating of vocational education and job skill training programs. The following recommendations were also made: (1) the boundaries of these regions should coincide with the boundaries of the 24 Councils of Governments in the state; (2) they should be designated official areas for the planning and articulation of vocational education; (3) the State Board should reassign staff of the Department of Occupational Education and Technology to provide for at least one staff member to serve each of the 24 regions; and (4) a two-way communication system should be established to evaluate services delivered at the state regional, and local levels. (MN)

ED 262 179 CE 042 544

A Review of the Vocational Cluster System. Final Report.
**Oregon Occupational Information Coordinating Committee, Salem.**
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 24 Jul 85
NOTE- 75p.; For a related document, see CE 042 545.
CONTRACT- EMP-84-109
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Demand Occupations; Employment Opportunities; *Employment Projections; *Job Analysis; Job Skills; Labor Needs; *Occupational Clusters; Program Improvement; Research Methodology; Secondary Education; *State Curriculum Guides; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Oregon

A review was conducted of the occupational clusters used to organize the delivery of secondary vocational education in Oregon. The review focused on issues related to Oregon's current and projected labor market needs, national occupational and industrial trends, and the common skills and competencies that form the basis for organizing occupations and training programs into clusters. A review of literature gathered from throughout the country strongly supported the delivery of broadly based vocational education programs at the secondary level that would provide students with basic skills and knowledge required for entry-level employment. As a result of this research, a proposed new cluster configuration was developed. Five of the clusters remained basically unchanged after review by project staff and the advisory committee. Two existing clusters, service and electricity/electronics, were subdived to relate instruction more closely to industries. New or altered clusters reflect restructuring of the Oregon economy, technological advances, and changes in job descriptions and duties. The advisory committee recommended that clusters should provide options for all students, that articulation between high schools and community colleges should be strengthened, that common competencies for each cluster should be identified on the basis of task analysis, and that teaching staff should be given inservice education on revised clusters. Other recommendations were made for the implementation of revised clusters and for a continuing program of cluster revision to meet changing economic conditions. The occupational clusters are listed and explained in this report. (KC)

ED 262 317 CG 018 552

Seidner, Andrea L.; And Others

# Childhood and/or Adolescent Sexual Experiences: Predicting Variability in Subsequent Adjustment.

PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Attribution Theory; *Child Abuse; College Students; *Helplessness; Higher Education; *Individual Development; *Sexual Abuse

There is considerable debate regarding the effects of childhood sexual abuse on an individual's subsequent adjustment. To determine which variables are most useful in predicting subsequent adjustment of individuals who were involved in sexual experiences as children or adolescents, 59 female and 17 male undergraduates who reported having had a childhood sexual experience were compared to 76 undergraduates who reported no such experience. Comparison subjects were matched for age, sex, race, marital status, socioeconomic status, and religion. Subjects completed self-report measures assessing psychological, social/interpersonal, and sexual adjustment. A revised learned helplessness model served as the basis for examining individuals' cognitive interpretations of childhood and/or adolescent sexual experiences. The results of a discriminant analysis revealed four variables which contributed to discriminating good from poor adjustment. These variables, in order of importance, were: (1) whether the individual made stable or unstable attributions about the causes of the experience; (2) whether there was a single or multiple perpetrators; (3) whether the child was male or female; and (4) the amount of force in the experience. In general, individuals were more likely to be poorly adjusted if they made stable attributions regarding their experiences, had experience with multiple perpetrators, were male, and had experienced a greater amount of force in the incident. (NRB)

ED 262 400 CS 209 023

*Brause, Rita S.*
How Can I Get Teachers to Become Inquirers?
PUB DATE- Mar 85
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Inquiry; Outcomes of Education; *Problem Solving; *Professional Development; *Teacher Improvement; Teacher Role; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Teacher Researchers

Teachers who want to act professionally need to participate in the decision making process. Sound knowledge of current theories is essential as is sound knowledge of students' needs as related to the goals of education. Of particular importance is the willingness to try out alternative approaches and to evaluate the effects of different strategies with individual students. Teachers need to be risk takers who reflect on the educational value of the experiences they took risks to implement. There are four possible ways teachers and administrators may acquire this inquiring/researching stance. One is to identify assumptions inherent in their teaching practices--the ways the furniture is arranged in the classroom, the grouping of students, and the sequencing of lessons. The second approach is to identify one important educational objective and plan a series of activities that will provide opportunities for one or more students to move toward achieving that objective. A third method is to choose a practice or an activity the teacher has read or heard about and evaluate its influence on individual student learners. The fourth approach involves trying out and evaluating the influence of a specific teaching activity currently used on several students' development or learning. (HOD)

ED 262 475 EA 018 025

Annual Promotion Demonstration Study. Final Report.

**District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.**

PUB DATE- Jul 84
NOTE- 32p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Continuous Progress Plan; Elementary Education; Parent Attitudes; Program Evaluation; *School Schedules; Student Attitudes; *Student Promotion; Teacher Attitudes
IDENTIFIERS- District of Columbia Public Schools

Thirty-two elementary schools in the District of Columbia participated in a study comparing the effectiveness of the district's midyear student promotion program with that of an annual promotion program. Sixteen schools used each form of promotion.

Third grade reading and mathematics scores in the experimental group did not differ significantly from those in the group retaining midyear promotions, nor were school promotion rates in June affected by the promotional system used. Experimental school principals and teachers who responded to a questionnaire indicated that changing the annual promotion did not greatly reduce bookkeeping or add to instructional time. Parents of students in both programs responded similarly to questions concerning the availability of information on their children's progress. Analysis of records indicated that students with instructional needs received similar amounts of assistance under both programs. A majority of experimental group students responding to a questionnaire preferred promotion twice a year, a plurality of parents agreed, and a majority of teachers and principals favored annual promotion. Although the study's outcomes proved inconclusive, the study did provide information on several factors involved in making a decision concerning promotional programs. Appendixes present background data, descriptions of research methods,, and specific findings. (PGD)

The Imperative for Educational Reform: Implications for Special
Education. 1984 Digest.

**ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 3p.
CONTRACT- 400-81-0031
AVAILABLE FROM- ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; Discipline; *Educational Change; Educational Trends; Elementary Secondary Education; *Government Role; *Special Education
IDENTIFIERS- ERIC Digests; Excellence in Education

The digest excerpts major points of the report of the Council for Exceptional Children's Ad Hoc Committee to Study and Respond to the 1983 Report of the National Commission on Excellence in Education. The committee also examined the reports of the Education Commission of the States, the Twentieth Century Fund, and the Carnegie Council. General concerns cited included the reports' lack of recognition of exceptional children and special education, and the need to evaluate excellence in terms of the learner's individuality. The dangers of using singular standards for assessing achievement in exceptional students are considered, and the committee asserts that a system of singular criteria for curricula and assessment to determine competence, graduation, or program evaluation is immoral as well as poor educational practice. The committee further suggests caution in interpreting the reports' calls for firm discipline. The importance of the individual professional educator's role in achieving excellence in education is stressed. The digest concludes with a list of ways in which the federal government should support greater excellence in exceptional child education. (CL)

ED 262 535 EC 180 943

*Kramer, Linda Ragsdale*
Social Interaction and Perceptions of Ability: A Study of Gifted Adolescent Females.

PUB DATE- Apr 85
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Females; *Gifted; *Interaction; Interpersonal Competence; Peer Acceptance; *Peer Relationship

The role of interaction and the importance of relationships with peers and significant others in the development of gifted adolescent girls' self-perceptions of ability are explored. Findings are based on a qualitative study which utilized participant-observation, interviewing, and artifact collection in one middle school. Ten girls (grades 6-8) were observed in the classroom and the gifted resource room. Data was continuously analyzed and relevant domains organized into taxonomies. The results of this study indicate that gifted girls use social interaction to determine the quality and acceptability of their achievements and to determine, through social competence, the extent of their abilities. Among conclusions drawn was that inadequate understandings of the components of giftedness caused teachers to communicate expectations perceived by the girls as confusing and unfair. (Author/CL)

ED 262 551 EC 180 960

Handicapped Children's Protection Act of 1985. Hearing before the Subcommittee on the Handicapped. United States Senate, Ninety-Ninth Congress, First Session on S. 415. To Amend the Education of the Handicapped Act to Authorize the Award of Reasonable Attorneys' Fees to Certain Prevailing Parties, and to Clarify the Effect of the...Act on Rights, Procedures, and Remedies under Other Laws Relating to the Prohibition of Discrimination.

**Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.**

REPORT NO.- Senate-Hrg-99-78
PUB DATE- 16 May 85
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Costs; *Courts; *Disabilities; *Federal Legislation; Hearings; *Lawyers; Parent Role
IDENTIFIERS- Congress 99th; Education for All Handicapped Children Act; *Proposed Legislation

The document records testimony presented at a hearing on the Handicapped Children's Protection Act of 1985, which gives federal judges discretion to award to prevailing parents reasonable attorneys' fees associated with bringing their case to court. Prepared statements are presented from officials representing the American Association on Mental Deficiency, Consortium for Citizens with Developmental Disabilities, Council for Exceptional Children, Wisconsin Coalition for Advocacy, American Civil Liberties Union, Human Resources Center, and Florida Protection and Advocacy Agency. Statements of attorneys, parents, and senators are also presented. It is explained that the bill is a response to the U.S. Supreme Court's 1984 decision in Smith v. Robinson which ruled that P.L. 94-142 does not allow the award of attorneys' fees to parents who, after exhausting all available administrative procedures, prevail in a civil court action to protect their child's right to a free and appropriate education. (CL)

ED 262 194 CE 042 571

*Hartmann, Joyce; And Others*
Unlocking Potential in Gerontology.
PUB DATE- 7 Nov 85
NOTE- 39p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Occupations Education; Community Colleges; *Continuing Education; *Curriculum Development; Delivery Systems; Educational Methods; Educational Needs; *Gerontology; Graduate Study; Health Education; Needs Assessment; *Program Development; *Regional Programs; Rural Areas; Rural Education; *Two Year Colleges
IDENTIFIERS- *Kansas

Papers and materials contributed by four panelists are provided from a panel presentation. "Unlocking Potential in Gerontology" (Theodore W. Wischropp) explains the make-up and organization of two consortia involved in the aging projects in Kansas, briefly describes three federally funded grants, and addresses some issues from the community college perspective for building coalitions and working with four-year institutions. "Community College Perspective" (Doug Radohl) discusses the community colleges' view of the impact of university-assisted curriculum development in gerontology. "The ABC's of Rural Delivery Systems" (Joyce Hartmann) deals with methods of reaching people and lists components of the best delivery systems. Attachments include a summary of module development for gerontological curricula in community colleges and a price list of the modules. "Program Development and Marketing Strategies" (Wilma L. Kelley) describes program development at Hutchinson Community College, which included a survey of the health care community and development of a community task force. Components of the marketing strategy are also summarized. A list of gerontology courses offered at member community colleges of the Western Kansas Community Services Consortium, a needs survey, and handouts are attached. (YLB)

*Griffith, Ellis J.; Long, Thomas E.*
Identification of Content for a Science Skill Inventory to Be Used for Vocational Curriculum Studies. Final Report.
**Huntingdon County Area Vocational-Technical School, Mill Creek, PA.**
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 5 Jan 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Course Content; *Educational Needs; *Needs Assessment; *Science Instruction; Secondary Education; Secondary School Students; Student Needs; *Teacher Attitudes; *Test Construction; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- Pennsylvania

A project was conducted to identify content for the development of a science skill inventory. This instrument is intended to measure teacher perceptions of the science skills needed by students for optimum success in secondary vocational programs. The resources of four college and university libraries, various curriculum and media centers, and commercially available secondary school science texts were used to conduct (1) a review of the current science literature, (2) a study to document the topical content of current secondary science textbooks, and (3) an analysis of research in science education. The science topics generated from these sources were entered into a computer, alphabetized, sorted, and evaluated for duplication, clarity, and reasonability in terms of the purposes of the project. As a result, a list of 334 science skills was selected for inclusion in the survey instrument, which is to be entitled the Science Skills/Knowledge Inventory. (This report includes the list of science topics generated during the literature analysis.) (MN)

ED 262 303 CG 018 538

*Ward, Clay H.*
Type A Performance Standards and Goal Achievement.
PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; *Behavior Patterns; College Students; *Goal Orientation; Higher Education; Objectives; Performance; *Self Evaluation (Individuals); *Standards; Success
IDENTIFIERS- *Type A Behavior

Achievement striving is a central dimension of the Type A behavior pattern. To investigate the relationship between Type A behavior pattern, personal performance goals, and goal achievement on two general information tests, 126 undergraduates participated in a two-phase study. First, behavior patterns were assessed using the Framingham Type A Scale and subjects were classified as either Type A, Type X, or Type B. Subjects then completed the two general information tests. Before each test, subjects established a personal performance goal and after each test subjects received feedback on their performance. The results indicated that Type As established higher performance goals on both tests and were less likely to achieve their personal performance goals than Type Xs or Type Bs. Furthermore, the tendency for Type As not to achieve their goals on test one was directly related to a failure to substantially modify their high performance goals on test two. Type Bs, in contrast, showed a significant shift from nonachievement on test one to achievement of personal goals on test two. The results suggest that Type A achievement striving is characterized by repeated failure to achieve personal goals due to a tendency to adopt performance goals which exceed their performance and prior achievement outcomes. (Author/NRB)

ED 262 345 CG 018 580

*McCord, Joan*

A Longitudinal Approach to Building Theory for Studying Socialization.

PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; *Attribution Theory; Cognitive Style; *Criminals; Individual Differences; *Learning Theories; Perception; Social Development; *Socialization; *Social Theories; Time Perspective

Theories of socialization have developed independently of established facts against which to measure their adequacy. Studies showing low levels of skin conductance and slow latency of response among criminals have supported a bio-social theory that criminals inherit neurological systems that impede reduction of fear and interfere with learning. Before this theory can be accepted, several issues must be considered, including the heritability of physiological response differences, the assumption that learning requires fear, the relationship between measured autonomic system responses and the attributed emotions, and the temporal order between slow autonomic responses and punitive social experiences among criminals. Social Learning Theory asserts that socialization involves using approval as a reward and disapproval or physical pain as punishment. In contrast, the Opponent-process Theory suggests conditions under which punishment and reward operate in opposition to what has been considered their typical reinforcement valences. It is important to know how people learn to view things as rewards or punishments. Both Differential Association Theory and Labelling Theory focus on the interface between social phenomena and individual perceptions, but more research is needed to establish facts against which to test these theories. Because knowledge about the sequence of events will be crucial to understanding causal relationships, data must be gathered from longitudinal studies. (NRB)

ED 262 416 CS 209 334

*Kaplan, Justin*

Born to Trouble: One Hundred Years of Huckleberry Finn. The Center for the Book Viewpoint Series No. 13. Lecture Presented at the Broward County Library (Fort Lauderdale, Florida, September 11, 1984).

**Library of Congress, Washington, D.C.**
REPORT NO.- ISBN-0-8444-0494-2
PUB DATE- 85
NOTE- 26p.; Lecture sponsored by the Florida Center for the Book in the Broward County Library.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Books; *Censorship; Educational Trends; *Literary Criticism; *Literary History; Moral Issues; *Novels; Public Opinion; Social History; Social Problems; United States Literature
IDENTIFIERS- *Huckleberry Finn; *Twain (Mark)

Presented at the Broward County Library (Florida) on September 11, 1984, to coincide with Banned Books Week and to mark the centennial of the "Adventures of Huckleberry Finn," the address in this booklet reviews the reasons why this classic book has always been in trouble with the censors. Drawing upon the Pulitzer Prize winning biography, "Mr. Clemens and Mark Twain," the lecture updates the chronology of the banning of "Huck Finn," which began when the Concord Public Library in Massachusetts attacked the book in 1885. (HOD)

ED 262 446 CS 505 086

*Yerby, Janet, Ed.*

Research Directions in Family Communication: Proceedings of the Family Communication Research Conference (Evanston, Illinois, September 6-8, 1984).

**Speech Communication Association, Annandale, Va.**
PUB DATE- 85
NOTE- 162p.
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($5.00, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Problems; *Communication Research; *Communication Skills; Family Counseling; *Family Relationship; *Interpersonal Communication; Interpersonal Relationship; *Researc Methodology; Research Needs; Research Projects

In a conference focusing on issues in research methods, family theory, and family therapy as they relate to family communication and on future research needs, this document consists of papers presented by the 12 participants. Specific titles and speakers were as follows: "Kinship Relationships," by Mary Anne Fitzpatrick; "Research Potentials in Family Communication," by L. Edna Rogers; "The Semantics of Family Relationships," by Alan L. Sillars; "Issues of Concern in the Stepfamily," by Pamela J. Cooper; "Family and Work Interaction," by Linda M. Harris, Carol Masheter, and Steve Gavazzi; "Biocultural Evolution in the Family," by Timothy D. Stephen; "Self and Spouse Primary Communication Inventory," by Paul Yelsma; "Family Communication Links to Family Therapy," by Bernard J. Brommel; "Communication and Well-functioning Families," by Kathleen M. Galvin; "Communication and the Practice of Prevention," by Joyce L. Hocker; and "Family Therapy Orientations to Communication and Their Implications for the Study of Family Communication," by Janet Yerby. (EL)

ED 262 552 EC 180 961

Designated Vocational Instruction: A Cooperative Process for Change.
DVI Handbook.

**Wisconsin State Dept. of Public Instruction, Madison.**

REPORT NO.- WDPI-Bull-6007
PUB DATE- 85
NOTE- 248p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competency Based Education; *Disabilities; Individualized Education Programs; Inservice Teacher Education; *Program Administration; Secondary Education; *Staff Role; Student Placement; *Vocational Education; Vocational Evaluation
IDENTIFIERS- *Designated Vocational Instruction; *Wisconsin

The handbook reviews Wisconsin's use of the designated vocational instructor (DVI) in providing direct instructional support services for vocational educators and special education students enrolled in vocational education classes. DVIs facilitate cooperative relationships between special and vocational education at the local school level. Eight major categories of responsibility for the DVI in the local school setting are examined in separate chapters: (1) communication with parents, students, ancillary personnel, special educators, vocational educators, administrators, and guidance personnel; (2) consolidation of administrative support; (3) provision of inservice; (4) vocational assessment consideration; (5) effective placement of special needs students in vocational education classes; (6) development of vocationally related IEPs and skill mastery concerns; (7) competency-based instructional considerations; and (8) provision of instructional support. A final chapter briefly addresses such additional considerations as microcomputer application, local DVI evaluation, and effective time management. Resources in the form of activity/procedure suggestions, sample forms, and checklists are provided throughout. (CL)

ED 262 567 FL 015 208

*Gelman, Susan A.; And Others*
When "Big" Does Not Refer to Overall Size: Dimensional Adjectives in Context.
PUB DATE- Aug 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Adjectives; Adults; *Age Differences; Area; Child Language; College Students; *Concept Formation; English; Error Patterns; Language Acquisition; Language Research; *Language Usage; *Semantics; *Visual Perception
IDENTIFIERS- *Size Estimation

Two experiments examining adults' use of dimensional adjectives focused specifically on the distinction made between height and overall size as determiners of "bigness." The subjects in both experiments were college students. In the first, the hypothesis that the meaning of "big" shifts as a function of the object being described was tested. The subjects were asked to judge the size of symmetrical and tall rectangles and line drawings of people. It was predicted that they would be more likely to emphasize height in people but area in rectangles. The results were clear and in accord with the prediction. In the second experiment, subjects were asked to judge either the bigness or the area of figures of people. It was predicted that, if height bias in the first experiment was due to a perceptual problem, the subjects would answer alike in the two conditions ("big" and "area"). However, if "big" does not refer to area, the subjects would show more of a height bias when judging bigness than when judging area. The results again suggested that the adjective "big" as applied to figures does not refer to overall area. Theories of semantic development must deal with the variability of meanings across contexts. (MSE)

ED 262 581 FL 015 243

*Elling, Barbara*
International Cooperation--The New German Business Diploma as a Model Project.
PUB DATE- Oct 84
NOTE- 11p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; College Second Language Programs; *Communicative Competence (Languages); Cross Cultural Studies; *German; Higher Education; Intercultural Communication; *Languages for Special Purposes; Language Skills; *Language Tests; Program Development; Second Language Instruction; Student Evaluation; Test Construction

As a result of increasing interest in merging business and the humanities in the college curriculum and the efforts of many German and American organizations working together, a test was developed to measure the German language competence of American students planning to work for American companies trading with or located in West Germany or for German companies located in the United States. The test focuses on business management, economics, and special linguistic and cultural competencies needed for conducting business in Germany. The competencies are divided into five categories: reading comprehension of business texts, listening comprehension of business communications, speaking ability in business situations, and reproduction of a text from one language to another. German is used throughout the test, and there are no multiple-choice items. The primary evaluation criteria are quality of content, technical accuracy, and lexical knowledge. Grammatical details are given secondary importance. The test will be piloted in 1985 to determine how realistic it is for American students. It is suggested that similar sound measures in other languages will contribute to the credibility of the foreign langauge profession with the international business community. (MSE)

ED 262 596 FL 015 262

*Campoverde, Cecilia*
Metacognitive Language in Bilingual Children.

PUB DATE- 85
NOTE- 15p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education Programs; *Bilingual Students; *Cognitive Development; Comparative Analysis; *Concept Formation; Educational Strategies; English (Second Language); Language of Instruction; *Language Proficiency; Learning Processes; Limited English Speaking; *Metacognition; Spanish Speaking; Teaching Methods; *Underachievement

An exploratory study was conducted to identify the degree of language performance in native and bilingual English- and Spanish-speaking children under circumstances of native and bilingual language instruction. The study is a first step in testing the hypothesis that the underachievement of children in English-as-a-second-language programs and bilingual programs reflects an inadequate process of instruction. In those programs, the syntactical aspects of English is emphasized to the detriment of the children's conceptual development. Two hundred children, aged 9-12, in four groups (native English-speaking, native Spanish-speaking in Colombia, bilingual tested in English, and bilingual tested in Spanish) were administered a 33-item test based on a fable, and asked to interpret the story and answer questions. The results indicated that the native Spanish-speaking and native English-speaking children receiving instruction in their native countries performed significantly better than the bilingual groups receiving instruction in U.S. bilingual programs, and that all groups performed at much lower levels of abstraction than anticipated according to theory. The need for experimental research on the effects of instructional methods that use language as a mediating tool in conceptual development is suggested. (Author/MSE)

ED 262 610 FL 015 277

Uigur. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 23p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Turkic Languages; Written Language
IDENTIFIERS- China; *Uigur

The materials status report for Uigur, a Turkic language spoken in the Sinkiang-Uigur Autonomous Region in northwest China and in the Soviet Socialist Republics of Kazakh and Uzbek, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Uigur, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 624 FL 015 293

*Gardner, Robert C.; Lalonde, Richard N.*

Second Language Acquisition: A Social Psychological Perspective.

PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cultural Context; *Educational Environment; *Language Attitudes; Language Research; Learning Theories; Models; *Second Language Learning; Social Psychology; *Student Attitudes; *Student Motivation

A socio-educational model of second language learning suggests that the learning of a second language involves both an ability and a motivational component and that the major basis of this motivation is best viewed from a social psychological perspective. The motivational component is influenced to some extent by factors that affect an individual's willingness to accept "foreign" behavior patterns. Language is an important part of one's own identity, and the extent to which one can incorporate another language successfully is related to a variety of attitudinal variables involving ethnic relations, as well as ability and linguistic factors. The major operative construct in the socio-educational model is motivation, and it is possible that the cultural milieu in which language learning takes place will influence which attitudinal variables serve as basic supports for this motivation. A three-page reference list and three figures are appended. (MSE)

ED 262 638 FL 015 314

*Winitz, Harris; And Others*
Teaching Language Through Comprehension.
PUB DATE- 85
NOTE- 17p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Quality; German; Intensive Language Courses; *Interlanguage; *Learning Processes; *Listening Comprehension; *Program Effectiveness; Second Language Learning; *Teaching Methods

In the comprehension approach to second language instruction, the major procedure is to provide students with comprehensible input, which it is the students' responsibility to understand. The aim is to encourage nucleation of the target language, that is the crystallization of the rule system. Teaching procedures focus on strategies for implicit or nonconscious language learning. Speaking is not taught, but is expected to develop as the individual acquires knowledge of the language. The training includes prenucleation, nucleation, and postnucleation stages. The prenucleation stage provides for emotional and intellectual preparation; the nucleation stage provides for comprehension of complex sentences, abstract concepts, and vocabulary; and the postnucleation stage is concerned with the reduction of persistent speaking errors, increasing cultural information and understanding, teaching various writing styles, and teaching specialized vocabulary when needed. An experimental intensive German course taught by this method resulted in high achievement and motivation without explicit instruction in grammar or translation of vocabulary items. It is suggested that comprehension training should continue for 1000 hours to prepare students for literary reading and composition skills. (MSE)

ED 262 653 FL 015 329

*Gordon, Kenneth A.*

The French Language Teaching Assistant Program: Pedagogical Techniques and Administrative Problems.

PUB DATE- 85
NOTE- 9p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Faculty; *College Second Language Programs; Employment Services; *Foreign Students; French; Higher Education; *International Educational Exchange; *Language Teachers; Orientation Materials; *Program Administration; School Orientation; State Universities; *Teaching Assistants
IDENTIFIERS- Central Missouri State University; Institute of International Education

To supplement its French faculty, the Department of Modern Languages at Central Missouri State University (CMSU) has hired foreign students through the Institute of International Education (IIE), a clearinghouse for French and German university students wishing to teach in the United States. During the 1983-1984 academic year some 35 institutions participated in the IIE program. The participating institution responds to a questionnaire confirming its interest and outlining its needs and resources, and the clearinghouse sends a set of student dossiers for consideration, along with a letter specifying the terms of award upon selection. The candidates vary in background, but usually they have passed standardized examinations abroad. Some take courses while teaching in this country. For most, this is their first stay in the United States, and it has been found that providing a comfortable living arrangement and anticipating potential problems such as homesickness, bank transfer delays, and interpersonal difficulties are helpful. CMSU provides an introductory program orienting the new teaching assistants to the local students' characteristics and interests, the courses offered, and the department's instructional philosophy and techniques, and follows it up with periodic meetings. Classroom observation and student evaluation of the assistants take place; the assistants also evaluate the supervisory program. Despite some drawbacks, the program has been found valuable. (MSE)

ED 262 667 FL 015 348

# Hausa. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 127p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; *Hausa; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Hausa is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 680 HE 018 737

*Daigle, Stephen L.*
Student Needs and Priorities Survey. 1981 Summary of Findings.
**California State Univ., Dominguez Hills.**

SPONS. AGENCY- California State Univ. and Colleges, Los Angeles. Office of the Chancellor.
PUB DATE- May 82
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; *Academic Persistence; College Choice; Family Characteristics; Higher Education; Institutional Research; Minority Groups; *Occupational Aspiration; Questionnaires; School Holding Power; *State Universities; *Student Characteristics; *Student Needs; Values
IDENTIFIERS- *California State University and Colleges; Public Colleges

Results of a 1981 needs survey for 8,564 students at 12 campuses of the California State University (CSU) system are summarized. The Student Needs and Priorities Survey assessed: life goals and educational priorities, attitudes concerning academic and social experiences on campus, and institutional and personal problems. Variations are reported by age, ethnicity, sex, and class level (lower- and upper-division and graduate division day and evening students). Findings include the following: career considerations dominated all other educational priorities; the most pervasive student goals focused on practical and immediate rewards; campus choice was influenced by program availability and reputation, cost, and convenience to home and work; academic concerns were more important to students than campus support services or social activities; 30 percent gave generally negative evaluations of instructional quality, citing poor communication skills and lack of interpersonal concern among faculty; and about one-fourth expressed serious concern about college finances. External factors (e.g., family obligations, job, finances, personal problems) were cited by 40 percent as impeding educational objectives, while campus obstacles were noted by 25 percent. The questionnaire is appended. (SW)

*Fenske, Robert; And Others*

Unmet Student Financial Need in the State of Washington: A Study of the "Need Gap."

**Washington State Council for Postsecondary Education, Olympia.**
PUB DATE- Apr 85
NOTE- 67p.
AVAILABLE FROM- Washington State Council for Postsecondary Education, 908 East Fifth Avenue, Olympia, WA 98504.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Dependents; *Financial Needs; Higher Education; In State Students; *Self Supporting Students; State Surveys; Student Characteristics; Student Costs; Student Employment; *Student Financial Aid; Undergraduate Students
IDENTIFIERS- *Unmet Student Financial Needs; *Washington

A study of unmet student financial need in Washington State was conducted by the Washington Council for Postsecondary Education. "Unmet need" is the difference between need and the total amount of aid received by the student through federal, state, and institutional financial aid programs, privately funded scholarships, and nonsubsidized student employment, both on- and off-campus. While the focus was a core group of full-time in-state undergraduates who completed the school year at the same institution, attention was also directed to those who did not complete the year at the same college. There were 20,768 students in the core group in 1983-1984 who had an annual per student average unmet need of about $2,500. An analysis of core group students with very high unmet need produced a profile that suggests that such a typical student is likely to be female, older than 24, enrolled in a community college, an independent student, have a low family income, and receive little or no parental support. Students at private colleges and community colleges had the greatest amounts of unmet need. Additional analysis divided the students into three categories: dependent, independent with no children, and independent students with children. Technical notes on data file creation and definitions are appended, along with a sample record layout worksheet. (SW)

ED 262 707 HE 018 785

Financing and Managing University Research Equipment.
**Association of American Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.**
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 246p.
GRANT- NSF-STI-8219525
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Equipment Utilization; Expenditures; Federal Aid; Federal Programs; *Federal Regulation; *Financial Support; Government Role; Government School Relationship; Higher Education; Industry; *Laboratory Equipment; Private Financial Support; Program Administration; *Public Policy; Purchasing; Research and Development; School Business Relationship; Science Equipment; State Legislation
IDENTIFIERS- *Debt Financing; *Research Universities

Problems and practices in financing and managing research equipment are assessed, based on visits to 23 college, government, and industry laboratories and meetings with over 500 scientists, and college, government, and industry representatives. The following concerns are addressed: possible changes in federal/state laws, regulations, or policies to improve the acquisition, management, and use of academic research equipment; ways colleges might improve the way they acquire, manage, and use research equipment; possible revisions to tax incentives for industry donations of research equipment to colleges; and alternative methods of direct federal funding of research equipment. Recommendations cover the federal government, the states, the universities, debt financing by universities, and private support for equipment. Information is included on: loan subsidy programs, federal instrumentation programs, regulations for 10 states, and 20 state statutes authorizing bonds to fund college facilities. Appendices provide examples of debt financing and equipment donations, information on debt financing instruments, and data on 1953-1983 research and development expenditures at colleges by source of funds, and 1982 and 1983 fund expenditures for research equipment at colleges by science/engineering field and source of funds. (SW)

ED 262 721 HE 018 800

Voluntary Support of Education, 1983-84.

**Council for Financial Aid to Education, New York, N.Y.; Council for the Advancement and Support of Education, Washington, D.C.; National Association of Independent Schools, Boston, Mass.**

SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

PUB DATE- Aug 85

NOTE- 162p.; Statistical tables contain small print.

AVAILABLE FROM- Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($20.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Alumni; *Business; Colleges; Comparative Analysis; *Donors; Endowment Funds; Expenditures; Financial Support; *Higher Education; Industry; Institutional Characteristics; *Philanthropic Foundations; *Private Financial Support; Private Schools; Religious Organizations; School Business Relationship; School Funds; Trend Analysis

IDENTIFIERS- *Corporate Support; Survey of Voluntary Support of Education

Results of the 1983-1984 Survey of Voluntary Support of Education are presented, including a narrative summary and detailed statistical tables. Reports of voluntary support are presented for 982 four-year colleges and universities, 136 two-year colleges, and 910 independent precollege schools. The tables for each institution cover: total financial support, support for current operations, support for specific capital purposes; and the sources of support (e.g., alumni, foundations, religious organizations). National estimates of voluntary support to higher education are provided by source for 1983-1984, 1982-1983, and 1978-1979. Data are included on voluntary support in relation to enrollment, inflation, and institutional expenditures for 1949, 1965, 1970, 1975, 1980, and 1983. Voluntary support for 1983-1984 is detailed by type of college/university and changes from the previous year, including contributions to the annual fund by alumni/donors. Also covered are: funding to different types of colleges through matching-gift programs and gifts of property; gifts donated for specific purposes; support with restrictions on its use; and gifts from individuals for current operations in the amount of "under $5,000" or "$5,000 or more." (SW)

1979-80 Internal Revenue Service Comparison Study. Final Report.
**Applied Management Sciences, Inc., Silver Spring, Md.**
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 4 Feb 82
NOTE- 178p.; For related documents, see HE 018 812-826.
CONTRACT- 300-79-0742
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Comparative Analysis; Dependents; *Disclosure; Eligibility; *Financial Aid Applicants; Grants; Higher Education; *Income; Low Income Groups; *Student Financial Aid; Student Records; Taxes
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud; *Internal Revenue Service

Application forms for the Basic Educational Opportunity Grant (BEOG) program for 1979-1980 were compared to 1978 tax forms filed with the Internal Revenue Service (IRS). Comparisons were also made to data from similar 1974-1975 and 1976-1977 studies. Based on a sample of 407,596 applicants, findings include the following: between 1976-1977 and 1979-1980, low income applicants (under $4,000) showed decreases in reporting accuracy for adjusted gross income (AGI), while those with incomes above 12,500 showed decreases in the accuracy of BEOG-reported AGI; during 1979-1980, 64 percent of the sample reported AGI within within $50 of Internal Revenue Service reported data; income was underreported by over $5,000 more often by nonrecipients than by recipients; AGI underreporting was higher for independent students than for dependent students; BEOG-reported figures and IRS data on household size were identical for 72 percent of applicants; 75 percent of all applicants' IRS-based Student Eligibility Indexes (SEIs) were within 50 points of their BEOG SEIs; and 31 percent of all very low income applicants (under $1,000) evidenced IRS-based SEIs that were over 500 points higher than their BEOG SEIs. Information is also provided on the effects of edits and pre-award validation. Statistical findings are included in approximately 100 tables. (SW)

*Bok, Derek*
The President's Report, 1983-84.
PUB DATE- Mar 85
NOTE- 12p.; Report of President Bok to the Members of the Board of Overseers at Harvard University, March 1985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Artificial Intelligence; College Administration; *College Presidents; Computer Assisted Instruction; Computer Simulation; Epistemology; Higher Education; Information Retrieval; *Teaching Methods; *Technological Advancement; Technological Literacy
IDENTIFIERS- *Computer Uses in Education; *Harvard University MA

The 1983-84 annual report of the President of Harvard University to members of the Board of Overseers addresses the advantages and disadvantages of the utilization of new technologies by a university, comments on the instructional uses of computers (including computer assisted instruction (CAI)) and video technology, and cites specific examples in which Harvard has adopted such instructional methods. Examples include simulated environments in the Medical, Law, and Business Schools, use of CAI instruction in bookkeeping and accounting classes in the Business School, and use of closed circuit television to link the Medical School to teaching hospitals and other Boston institutions. Also discussed are possible future uses of technology at Harvard such as videodisc applications for art history and links betweeen student microcomputers and the library's online catalog. Some objections to the new technology are also discussed, including speculation on the computer's inability to contribute much to the "open-ended" fields of moral philosophy, religion, historical interpretation, literary criticism, or social theory, and its failure to inspire students or serve as a role model. It is argued that humanistic learning has suffered from "ill-considered" efforts to ape the scientists by concentrating on what is quantifiable, verifiable, and value free. More attention to the process by which students learn is called for, and the possibility that technology may inadvertently assist that endeavor is noted. New technologies are welcomed with "cautious enthusiasm," and it is suggested that the new machines may be a catalyst to hasten the development of new insights into human cognition and new ways of helping students to learn. (JB)

ED 262 762 IR 011 840

Software Reviews.

**International Council for Computers in Education, Eugene, Oreg.**

PUB DATE- 85
NOTE- 40p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; *Computer Software; Elementary Secondary Education; Instructional Material Evaluation; Media Selection; *Microcomputers; Teaching Methods
IDENTIFIERS- Software Reviews

Reprinted from "The Computing Teacher," this document contains software reviews for 23 computer programs that educators could use in the classroom or for administrative purposes. Each review describes the program by listing the program title, subject, producer, grade level (if applicable), hardware required, cost, and reviewer's name and professional affiliation. In addition, some reviews contain the program author or publisher's response to the critique. Programs reviewed include: (1) Gertrude's Secrets; (2) Gertrude's Puzzles; (3) Rocky's Boots; (4) The Print Shop; (5) Letters and First Words; (6) Delta Drawing; (7) Turtle Tracks; (8) Microcomputer Physics Lab--Heat; (9) Precision Timer; (10) Graphical Analysis; (11) Ray Tracer; (12) Characteristics of a Scientist; (13) Geography Search; (14) Kidwriter; (15) Story Maker; (16) Bank Street Story Book; (17) Story Tree; (18) Bank Street Writer; (19) Bank Street Speller; (20) Appleworks; (21) Quill; (22) Musicland; and (23) Bank Street Musicwriter. (JB)

ED 262 776 IR 011 856

*Machalow, Robert*

Theodore Roethke. Microcomputer Bibliographic Instruction.
PUB DATE- May 85
NOTE- 108p.; For additional manuals for microcomputer bibliographic instruction used at York College of the City University of New York, see ED 252 239 and ED 255 211.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; *Computer Assisted Instruction; *Computer Software; Higher Education; Information Sources; Instructional Development; Librarians; *Library Instruction; *Library Skills; *Microcomputers; Poets; *Reference Materials; Research Tools; Search Strategies
IDENTIFIERS- Apple IIe; *City University of New York York College; Roethke (Theodore)

Designed to assist librarians in developing software packages to teach elementary bibliographic instruction on an individual basis with a microcomputer, this document describes four steps necessary to produce such a product. These include: choosing a topic with a limited amount of available library information; surveying the library's resources on the topic; formulating questions and assignments which will lead the user to the sources; and determining the steps the user should take to successfully complete the project as well as anticipating wrong decisions. Using as an example the topic of Theodore Roethke, text from sample computer screens are given for information searches from 73 reference sources, including directions for loading, suggestions for use of the specific reference material, and guidance should errors occur. A concluding index provides an alphabetical list of all reference sources cited; corresponding identification numbers within the document are noted. (JB)

ED 262 790 IR 051 301

*Tennant, Edward; Kolb, Audrey*
The Yukon-Kuskokwim Village Library Project. An Evaluative Study.
**Educational Research Associates, Inc., Bellevue, WA.**
SPONS. AGENCY- Alaska State Library, Juneau.; Kuskokwim Community Coll., Bethel, Alaska.
PUB DATE- 8 Jan 84
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Extension Agents; Library Cooperation; Library Facilities; *Library Networks; *Library Research; Library Services; Literacy Education; *Outreach Programs; Program Descriptions; *Public Libraries; School Community Programs; *State Programs
IDENTIFIERS- *Alaska; *Village Library Project AK

As the originator and administrator of the Village Library Project in Alaska, Kuskokwim Community College commissioned this study to: (1) determine the status quo of the 16 village libraries in the delta area; (2) identify the factors which help determine their success; (3) determine whether they can successfully operate independently without college support and coordination; and (4) help plot the future of the village libraries. The first of six chapters briefly describes the project and the report. The second chapter details elements of the study's evaluation process: philosophical basis, calendar of events, documents reviewed, on-site activities, and report preparation. The examination of the library installations provided in Chapter 3 includes general observations, indicators of success, and recommendations for each of 10 major criteria identified as vital to the success of village libraries: physical facilities, personnel, training, collections, administration, services, community response, public relations, cultural adaptation, and networking. Chapter 4 examines the three major current support systems for village libraries: village government, Kuskokwim College and Library, and state-level support. Chapter 5 examines the unique relationship between Kuskokwim Community College and the village libraries, and the final chapter presents a summary of the evaluation findings and recommendations. Appendices include: a list of village libraries and personnel; site visit reports; a description of summer reading programs in general; and a statement on automated networking. (THC)

IFLA General Conference, 1985. Division of General Research Libraries. Section on National Libraries. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 57p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Information Science; International Cooperation; International Organizations; Library Associations; *Library Materials; Microreproduction; *National Libraries; Position Papers; *Preservation; Program Descriptions; Research Libraries; *Technological Advancement
IDENTIFIERS- Access to Information; Library of Congress

Papers on national libraries which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "The Lenin State Library in Transition" (N. S. Kartashov, The Lenin State Library, USSR); (2) "Preserving for Access" (Guy Sylvestre, Canadian Institute for Historical Microreproductions, Canada); (3) "The Role of the Library of Congress in Transition" (William J. Welsh, Library of Congress, United States); and (4) "National and University Libraries: Relations on the National and International Level" (Bendik Rugaas, Royal University Library, Norway). (THC)

ED 262 819 IR 051 330

IFLA General Conference, 1985. Division on Special Libraries. Section on Biological and Medical Science Libraries. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 33p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biological Sciences; *Information Needs; International Organizations; *International Programs; Library Associations; *Library Services; *Medical Libraries; Program Descriptions; Scientific and Technical Information; *Special Libraries

Papers on biological and medical science libraries which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "The International Programs of the National Library of Medicine" (Lois Ann Colaianni, United States); (2) "Information Needs for International Health. A CDC (Centers for Disease Control) Perspective" (Stanley O. Foster, United States); and (3) "The London School of Hygiene and Tropical Medicine and Its Library Services" (Brian Furner, United Kingdom). (THC)

ED 262 833 JC 850 533

*Luskin, Bernard J.*
Testimony on the Role of the National Science Foundation in Undergraduate Science and Engineering Education.
**American Association of Community and Junior Colleges, Washington, D.C.**
PUB DATE- 26 Sep 85
NOTE- 9p.; Paper presented to a Committee Meeting of the National Science Foundation (Washington, DC, September 26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; *Community Colleges; *Educational Needs; Educational Objectives; Educational Quality; Educational Responsibility; Federal Aid; *Federal Programs; Government Role; *Science Education; Technical Education; Technological Advancement; *Technology Transfer; Two Year Colleges
IDENTIFIERS- *National Science Foundation

The National Science Foundation (NSF) should be a guiding force in science education and in building public understanding of science and technology transfer issues. The nation's community, junior, and technical colleges, which now enroll 52% of all Americans who go to college for the first time, are eager to work with the NSF to further these goals. Four imperatives are critical to the future of science education and the role of the NSF: (1) developing public understanding of and support for science, with particular focus on increasing minority understanding of science; (2) meeting the nation's occupational demands for employees competent in the applied science fields; (3) ensuring that specific needs with respect to science instruction and curriculum, faculty, and facilities and equipment are met; and (4) using available technologies to create new means of instructional access and improve the nature of teaching and learning. Two additional issues that should be of major concern to the NSF are the aging of the community college faculty and the related need to train and upgrade their replacements; and the community colleges' constant struggle to provide high quality, up-to-date equipment for instructional purposes. In each of the areas of teacher training and retraining, science equipment programs, technology transfer, public understanding of science, and science education programs in general the NSF can play a major role in helping community colleges meet the educational needs of vast numbers of Americans. (LAL)

ED 262 846 JC 850 563

Students Moving from the Community Colleges to the Public Universities in the State of Kansas: An Initial Statewide Study.

**Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.**

SPONS. AGENCY- Council of Chief Academic Officers of the Kansas Regents Universities.; Kansas Council of Community Coll. Presidents.
PUB DATE- Jun 85
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Articulation (Education); College Students; *College Transfer Students; Community Colleges; Higher Education; *Intercollegiate Cooperation; Postsecondary Education; State Surveys; State Universities
IDENTIFIERS- Public Colleges

In December of 1983, the Kansas Council of Community College Presidents commissioned a study of former Kansas community college students enrolled in the Kansas Regents Universities. The study was conducted in three parts focusing on the number and characteristics of students moving from Kansas community colleges to state universities; how these students evaluated their experiences at both institutions; the problems they encountered; and their academic performance at the state universities, particularly in comparison to "native" university students. The results showed that: (1) in fall 1983, over 10,000 former community college students were enrolled in the state universities, constituting over 17% of the undergraduate enrollment; (2) most characteristics of the transfer students did not change appreciably between 1979 and 1984, though more recent transfers completed fewer hours at the community college before transferring; (3) overall, students were satisfied with their experiences at both institutions; (4) students did not report major difficulties in transferring, suffering only small losses in credit hours; and (5) "native" university students persisted and graduated at a higher rate than their community college counterparts. The study report includes a lengthy discussion on the limitations of the data and the paradoxical nature of certain findings, along with an agenda for future research. (EJV)

ED 262 859 PS 015 064

*Baruch, Grace K.; Barnett, Rosalind C.*

Correlates of Fathers' Participation in Family Work: A Technical Report. Working Paper No. 106.

**Wellesley Coll., Mass. Center for Research on Women.**

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Bethesda, Md.
PUB DATE- 83
NOTE- 126p.; For related working paper, see PS 015 065
GRANT- NIMH-MH-34225
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childhood Attitudes; *Child Rearing; Comparative Analysis; Demography; Elementary School Students; *Employed Women; *Fathers; Interviews; Kindergarten Children; *Mothers; *Parent Attitudes; Questionnaires; Self Esteem; Sex Role; Sex Stereotypes
IDENTIFIERS- *Housework; Satisfaction

This study addresses the nature, extent, antecedents, and consequences of fathers' participation in child care and home chores. Data was collected from 160 families with children in kindergarten and fourth-grade classes. The sample was equally divided between the two grade levels and within each grade level by sex. Within each of the four groups thus formed, half the mothers were employed. Dimensions of fathers' participation selected for analysis included total, proportional, and solo interaction time; solo performance of specific child care tasks; and performance of traditionally feminine household chores. Antecedents thought to influence fathers' participation included mother's and father's employment status and pattern, demographics, family structure, parental attitudes, and parental socialization. Consequences of fathers' participation were conceptualized as involving role strain and well-being. Children's sex role-related beliefs and values were measured by assessing attitudes concerning children's activities, adult occupational roles, and adult family roles, and by addressing several dimensions within each domain. Results provide descriptive data on each of the five father participation variables, correlational data describing the relationship between antecedents and the five father participation variables, consequences of fathers' participation for parents, descriptive data concerning children's sex role attitudes, and consequences for children of fathers' participation. A four-page reference list and 28 tables are appended. (RH)

ED 262 872 PS 015 371

*Fried, Mindy; O'Reilly, Elaine*
How Does Your Community Grow? Planting Seeds for Quality Day Care. A Citizen Action Manual.
**Massachusetts State Office for Children, Boston.**
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Aug 85
NOTE- 102p.
AVAILABLE FROM- Massachusetts Office for Children, 150 Causeway Street, Boston, MA 02114 ($5.95, plus $2.00 shipping).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advocacy; Certification; *Citizen Participation; Computer Oriented Programs; *Day Care; Day Care Centers; Early Childhood Education; Educational Quality; Employer Supported Day Care; Evaluation Criteria; *Evaluation Methods; Lobbying; Policy Formation; *Quality Control; Recruitment; *State Standards; Volunteers
IDENTIFIERS- *Massachusetts; *Networks (Persons)

This manual, which presents the principles and steps involved in the two-year Citizen Involvement for Day Care Quality Project in Massachusetts, serves as a guide for developing a citizen network to address the need for quality day care. The Project was housed by the Office for Children (OFC), the state agency which licenses and monitors all day care facilities in Massachusetts, and funded by the U.S. Department of Health and Human Services, Administration for Children, Youth, and Families. Each chapter describes a component of the Project, including an overview of its beginnings and accomplishments. Then key principles and specific tips are extrapolated. These tips can apply to other contexts, such as volunteer recruitment and training, skill building, designing written materials, conflict resolution, designing and running successful meetings, and coalition building. Throughout the manual case examples illustrating technical skills and theoretical principles are introduced to show the complexity of the issues. In addition, users are encouraged to apply the techniques and principles to other issues and situations unique to day care needs in other states and communities. Specific chapters cover: the day care system in Massachusetts and its state agencies; citizen action: basic principles and strategies of the project; recruitment; improving day care quality; employer-supported day care; revising state standards; lobbying and policymaking; computerized resource services; project evaluation; and resources for evaluation of day care centers. (DST)

ED 262 886 PS 015 390

*Finston, Elynn*
How to Jump into Child Care Head First and Land with your Feet Firmly on the Ground.
**Resources for Family Development, Inc., Livermore, CA.**
PUB DATE- 85
NOTE- 37p.
AVAILABLE FROM- Resources for Family Development, 1520 Catalina Court, Livermore, CA 94550 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administration; Administrator Guides; Certification; Child Caregivers; Community Services; *Day Care; *Day Care Centers; Early Childhood Education; Educational Facilities; Health; Parent Participation; Personnel; *Program Content; Safety

This booklet, developed by Resources for Family Development, a publicly funded coordinating agency for resources available to California families, provides comprehensive guidelines for opening a child care facility. Quality indicators and business issues are discussed and evaluated, so that either a suitable child care subcontractor can be located or a child care facility can be operated as a private business. Topics covered include the following: licensing, landlord and tenant relationships, administration and staffing, center program, health and safety, parent involvement, center management, community awareness, and special services provided by child care facilities. Also included as appendices are checklists for a proposal screening instrument and a program renewal evaluation form. (DST)

*Straka, Gerald A.*

Socialization Objectives for Primary School Children in the People's Republic of China (with a Focus on the Portrayal of the Elderly). Research Report 3.

**Bremen Univ. (West Germany).**
PUB DATE- Mar 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Part of the School Textbook Analysis Project.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; Comparative Analysis; Content Analysis; Foreign Countries; Primary Education; *Reading Materials; *Social Behavior; *Socialization; Social Systems; *Textbook Content; Textbook Research; *Values Education
IDENTIFIERS- *China

To identify possible changes in the social functions of the Chinese educational system, content analyses were performed on selected national, Chinese language, primary school reading textbooks (First Edition, February 1978, Beijing People's Educational Press, Vols. I and II). Frequency of reference to each of the 10 regulations for children in primary school was tabulated. Additionally, informational, political, and behavioral content was investigated. Findings were compared with those of previous studies of reading textbooks used before the Cultural Revolution. Texts used after the Cultural Revolution demonstrated a clear and significant change from political to informational themes, but the magnitude of the change was found to be diminished when the content of exercise books was taken into consideration. To see if indicators could be found of the Chinese people's high regard for the elderly, mentions of old age in volumes I and II were tabulated. The elderly were mentioned far less frequently than were younger persons, children, pupils, and teachers, but when it occurred such mention was neutral or positive in manner. It is concluded that while the intellectual dimension now has become more important than previously, the political dimension retains a high priority. (RH)

ED 262 916 PS 015 453

*DeLoache, Judy S.*

# Rapid Change in the Representational Capability of Very Young Children.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Nov 84
NOTE- 17p.; Paper presented at the Meeting of the Psychonomic Society (San Antonio, TX, November, 1984).
GRANT- NICHHD-HD-05951
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Ability; *Cognitive Processes; *Developmental Stages; *Memory; Time Factors (Learning); *Toddlers
IDENTIFIERS- *Representational Competence; *Representational Thinking

This study determines whether children who see an object hidden in a location in one space can retrieve an analogous object hidden in an analogous location in a different space. Participants were 16 31-months-old and 16 38-months-old children. After a familiarization experience, half the children observed a stuffed dog hidden in a room, tried to retrieve an analogous toy dog hidden in the "same" place in a model of the room, and then retrieved the toy hidden in the regular room. After familiarization, the other half of the subjects saw the object hidden in the model and retrieved first in the large-scale room and then in the model. Results revealed an extremely large developmental difference in the ability of the two age groups to use their representation for where they saw an object hidden in order to find a different object. Retrieval scores of "transitional" subjects with a mean age of 34 months fell between those of the younger and older age groups. Grouping of high, middle, and low subjects in the transitional group showed that high scorers performed like older children and low scorers performed like the younger. Generally, results showed that by 3 years of age children understand that one space can correspond to or represent another and can use their memory representation to guide their search behavior. These abilities emerge over a relatively short time span. (RH)

ED 262 929 RC 015 463

*Saide, Tom*
Report on Home Visits Provided by PCAP Primary Itinerant Teachers.
Priority Country Area Program, Queensland Project Report 1.
**Priority Country Area Program Office, Brisbane (Australia).**
SPONS. AGENCY- Queensland Dept. of Education, Brisbane (Australia).
REPORT NO.- ISBN-0-7242-1338-4
PUB DATE- Sep 83
NOTE- 24p.; For report number 2, see RC 014 464.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correspondence Study; *Distance Education; Elementary Education; Foreign Countries; *Home Instruction; Home Programs; *Home Visits; Individual Instruction; *Itinerant Teachers; *Mobile Educational Services; Program Effectiveness; Rural Education; Teacher Attitudes; Teaching Methods; Tutorial Programs; *Tutors
IDENTIFIERS- *Australia (Queensland); Isolation (Geographic); Priority Country Area Program (Australia)

The Queensland Primary Itinerant Teacher Service assists home tutors with the education of primary school children on correspondence education, supplementing the efforts of the Primary Correspondence School (PCS) and the Schools of the Air (SOTA). Primary means of service delivery is the home visit. The role of the itinerant teacher encompasses visiting, teaching, and testing pupils on primary correspondence courses and diagnosing any problems; providing group experiences for pupils through mini-schools and activity days; assisting, advising, and encouraging home tutors, and providing written reports on pupils for PCS and SOTA. Perceptions of 103 home tutors and 8 itinerant teachers regarding home visits were revealed in a 1982 questionnaire study. While home tutors had a variety of teaching problems (ranging from specific math and reading problems to general behavioral problems including motivation and concentration), all reported that itinerant teachers were able to help them with problems or refer them to sources of help. Itinerant teachers were also able to help tutors with time management problems. Tutors regarded assessing pupils' standards and advising tutors on students' level of performance as itinerant teachers' most important services. General consensus indicated there should be three home visits per year, lasting a full day per child. The Home Tutor Questionnaire is appended. (NEC)

ED 262 553 EC 181 361

*Crosson, James E.*

Infectious Disease and the Public Schools.

**Drake Univ., Des Moines, Iowa.; Mountain Plains Regional Resource Center, Des Moines, IA.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 85
NOTE- 15p.
CONTRACT- 300-83-0186
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicable Diseases; Costs; Elementary Secondary Education; *Equal Education; *Legal Responsibility; Public Policy; Public Relations; Public Schools; Special Health Problems

The paper examines policy options for schools regarding appropriate services for children with highly communicable, potentially life threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS) and Herpes. Briefly considered are the school's legal responsibility, implied risk and inability, and actual risk and its control. General recommendations for management of all infectious diseases are offered. Specific recommendations are given for control of AIDS transmission, Hepatitis-B transmission, Herpes transmission, and Cytamegalovirus transmission. Also discussed are the public relations aspects of infectious disease in the public schools, and cost considerations, especially legal costs and liability insurance. It is concluded that the greatest risk at the present time is the potential for legal action on the part of school employees and parents of susceptible children. Schools are encouraged to implement procedures and face the associated risks in the interest of assuring each child's right to an education. (DB)

*Lillo-Martin, Diane; And Others*
The Acquisition of Spatially Organized Syntax.
PUB DATE- Aug 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *American Sign Language; Child Language; Children; *Comprehension; Deafness; *Language Acquisition; Language Research; Learning Processes; Nouns; *Semantics; *Spatial Ability; *Syntax; Verbs
IDENTIFIERS- *Referents (Linguistics)

In an examination of the acquisition of the spatial syntax of American Sign Language (ASL), 43 children aged 3-10 years were given a range of comprehension and elicitation tests designed to analyze the subsystems involved in the corrrect use of ASL syntax. The subsystems were nominal establishment, verb agreement, and consistency of reference. The results indicate that the acquisition of ASL spatial syntax includes several stages in the learning process as well as several components learned independently. Although verb agreement with present referents is learned relatively early, complete correct verb agreement with non-present referents is learned relatively late in spite of the intermediate accomplishment of comprehension of abstract loci for non-present referents. It is suggested that research on other aspects of the acquisition of the spatial syntactic system and the development of nonlinguistic spatial cognition in deaf and hearing children will shed light on the interplay between spatial and language representation in the visual-spatial modality. (MSE)

ED 262 582 FL 015 244

*Bustin, Ronald W.*
Using University and Community Resources in the Teaching of Russian.
PUB DATE- Oct 84
NOTE- 8p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Career Awareness; College School Cooperation; College Students; Communicative Competence (Languages); *Community Resources; Cross Cultural Studies; Graduate Surveys; Intercultural Communication; *Program Effectiveness; *Russian; *School Community Relationship; Secondary Education; *Second Language Instruction; Student Teachers

Activities that have helped to make the Watervliet (New York) High School Russian language education program highly successful involve return visits by former students who are using their Russian language skills in various ways after graduation. These graduates include student teachers of Russian, college students taking Russian to satisfy a requirement, and individuals using Russian in some way to support themselves. Graduates are encouraged to send Russian language or related materials, including audiovisdual aids, to the school for classroom use. Current students also participate in festivals and classes at the nearby State University of New York campus and compete in national language competitions. The high school also offers the following services: a free translation service, a consumer guide for Russian-speaking community members, and peer tutoring for its own students. The newest extension of the program is a Russian studies institute to be offered to high school students by a local junior college. (MSE)

ED 262 597 . FL 015 263

Curiel, Herman; Richek, Herbert G.
Impact of Early Exposure to Bilingual Education as Related to School Grades, Absenteeism, Grade Retentions and Incidence of School Drop-Out: A Ten Year Study.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Attendance Patterns; *Bilingual Education; *Dropout Rate; Elementary Secondary Education; Grade 7; Grade 10; Grade Point Average; Grade Repetition; High School Students; Longitudinal Studies; *Mexican Americans; School Holding Power; Self Esteem

The study reported here examined the long term impact of a bilingual program that was designed as a transitional program for children in elementary grades. A quasi-experimental design was used to compare two groups of Mexican-American tenth-grade students enrolled in a traditional high school where all subject matter was presented in English. The experimental group (n=86) had previously been taught one or more years in an elementary bilingual education program. The control group (n=90) had had all its schooling in English. The students' seventh-grade and tenth-grade records were examined for these variables: grade point average, absenteeism, grade repetition in elementary and secondary grades, dropout rates at the completion of junior high school, and the completion of tenth grade. Results revealed no differences in grade point average in either period. The control group had a statistically significant higher rate of absenteeism during two quarters of the seventh-grade year, a significantly higher grade repetition rate at all levels, and a higher frequency of dropouts in both periods studied. (Author/MSE)

ED 262 625 FL 015 295

*Robinson, Bill*

Language for Communication Engineers -- A Case Study in Two-Way Curriculum Development.

PUB DATE- Apr 85
NOTE- 23p.; Paper presented at a regional seminar of the SEAMEO Regional Language Centre (20th, Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Communications; Course Descriptions; *Curriculum Development; *Engineering Education; English (Second Language); *English for Science and Technology; Foreign Countries; Higher Education; *Interdisciplinary Approach; Introductory Courses; Language Role
IDENTIFIERS- *Electrical Engineering; *Language across the Curriculum; University of Technology of Papua New Guinea

An English scientific language course developed for the professional communications engineering program at the University of Technology of Papua New Guinea was designed to incorporate some of the principles of language across the curriculum and to accompany an introductory electronics course. The language and subject area courses are taught in close cooperation, with the subject textbook used as a text for the English course and with information from the text used to teach principles of classification and differentiation. Since the students are already generally proficient in English, only a few elements of grammar are emphasized. However, the language course does require students to practice writing long and short passages and to give brief oral presentations on technical subjects. Written assignments are used for assessment in both courses. The writing projects include full lab reports, reports on visits to the organizations that will sponsor students' field experiences later in the program, and explanations of electronic devices. Written examinations are also used, with the students contributing some of the problems. The program has been found to be successful, particularly in the degree of cooperation between the subject area and language faculty. (MSE)

ED 262 639 FL 015 315

*James, Charles J.*
The Testing of Proficiency in Listening Comprehension: Guidelines for Teaching.
PUB DATE- 85
NOTE- 9p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Guidelines; *Language Proficiency; *Language Tests; *Listening Comprehension; Second Language Instruction; *Test Construction; Testing
IDENTIFIERS- ACTFL Provisional Proficiency Guidelines

In this discussion of techniques for teaching and testing listening comprehension according to the Provisional Proficiency Guidelines of the American Council on the Teaching of Foreign Languages, five questions are addressed: (1) the nature of the relationship between listening and speaking; (2) the kinds of listening tasks that should be encouraged in the classroom, by means of filmed or taped material and by means of direct contact with native speakers; (3) editing of listening materials, especially at lower proficiency levels; (4) whether the American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines for listening comprehension are sufficiently developed to yield ratable samples of a learner's listening ability; and (5) kinds of the listening test items or instruments that are most appropriate for testing listening comprehension at the various levels described in the ACTFL guidelines. A variety of testing approaches, items, and techniques are outlined and compared. (MSE)

ED 262 668 FL 015 349

Korean. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 146p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; *Korean; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Korean is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

*Hines, N. William*
Tensions Produced by Introduction of Clinical Training in Legal Education.
PUB DATE- 4 Apr 85
NOTE- 12p.; Paper presented to the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; *Clinical Experience; *College Faculty; Employment Practices; Experiential Learning; Faculty Evaluation; Higher Education; *Law Schools; Lawyers; *Legal Education; *Personnel Policy; *Standards
IDENTIFIERS- *American Bar Association

The addition of a clinical component to formal legal education is discussed, along with a proposal to upgrade the status of clinical faculty. Attention is directed to the history of efforts by the practicing bar to influence the scope and methods of legal education, the controversy over a proposed equality-of-treatment standard, and the future of clinical education in law. Clinical training programs proliferated in the 1970s, and most law schools now offer students the opportunity to apply their theoretical learning to clients' legal problems. This "hands on" experience is closely supervised by seasoned practitioners. In the mid-1980s, law lost its popularity as a career choice and increasing numbers of clinical teachers were denied tenure for failing to publish sufficient scholarly research. The practicing bar became alarmed that significant disparity in the treatment of clinical teachers might result in an inferior status for skills-training programs. Acting through the American Bar Association, the accrediting agency for law schools, the practicing bar sought in 1984 to adopt a new accreditation standard (405e) that would compel law schools to treat clinical teachers in a manner reasonably similar to tenure-track faculty in regard to job security and prerequisites. (Author/SW)

*Wagenaar, Theodore C.*
Occupational Aspirations and Intended Field of Study in College.
**Miami Univ., Oxford, Ohio.**
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-84-217
PUB DATE- Nov 84
NOTE- 353p.
CONTRACT- 300-82-0203
AVAILABLE FROM- National Center for Education Statistics, 1200 19th Street, Washington, DC 20208.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *Career Choice; *College Students; Decision Making; Education Majors; Followup Studies; Higher Education; *High School Seniors; Longitudinal Studies; *Majors (Students); *Occupational Aspiration; Predictor Variables; Sex Differences; Student Characteristics
IDENTIFIERS- High School and Beyond (NCES); National Longitudinal Study High School Class 1972

Changes that occurred between 1972 and 1980 in the intended field of study and occupational aspirations of high school seniors were investigated, along with how successfully seniors attained their aspirations. Background, personal, and school variables associated with selecting each occupation and field among the 1980 seniors were analyzed in-depth. Data were obtained from the National Longitudinal Study of the High School Class of 1972 (data on base-year and fourth followup available for 13,847 students at 1,318 schools) and the High School and Beyond Study (data on 28,240 seniors at 1,015 schools). Major findings include: decreased interest in education and teaching occurred between 1972 and 1980; increased interest in computer/engineering/architecture fields and managerial/proprietor occupations occurred; the percentage of females planning to enter higher status occupations increased substantially; successful pursuit of occupation was highest among those in the housewife, craftsman/operative, and clerical/sales categories and lowest among those in the teacher, technical, and professional categories; and successful pursuit of field of study was highest among those planning to study education and the humanities and arts, and lowest among those planning a preprofessional study field. Additional findings and policy implications are considered. (SW)

*Vogel, Ronald J.*
Validation of Student and Parent Report Data on the Basic Grant Application Form. Final Report. Volume I, Individual Validation Studies: Institution Referral Study, Pre-established Criteria Study.
**Applied Management Sciences, Inc., Silver Spring, Md.**
SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 7 Jan 77
NOTE- 166p.; For related documents, see HE 018 812-826.
CONTRACT- 300-75-0227
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; *College Students; *Disclosure; *Eligibility; *Error Patterns; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; Income; Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud

Errors made on applications to the Basic Educational Opportunity Grant (BEOG) program were studied to determine the scope and nature of misreporting and misuse of the BEOG program. Characteristics of applicants who misreport personal and/or family financial circumstances were identified, and procedures were established to regularly screen and correct erroneous applications. In 1975, educational institutions referred to the U.S. Office of Education applications containing discrepancies in reported information. Attention was directed to reasons for institution referrals, the prevalence of confirmed errors on Student Eligibility Reports (SER), applicant characteristics associated with SER errors, and characteristics of schools sending referrals. Another study investigated a random sample of 1,383 applicants who were selected based on 1974-1975 and 1975-1976 applications that were believed to entail errors on Student Eligibility Reports (SERs). The "high risk" applicants were selected according to specific criteria, including very low adjusted gross income, and submitting SER corrections resulting in substantially reduced eligibility indices. Aspects of the validation process that should be retained, replaced, or modified were also evaluated, with attention to the number of transactions required to resolve a referral and the effectiveness of efforts to obtain additional information on applicants. (SW)

ED 262 749 IR 011 827

*Bitter, Barbara W.*
Using D-Base II for Departmental Record Keeping and Reporting.

PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Developmental Studies Conference (Statesboro, GA, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Databases; Data Processing; Developmental Studies Programs; Higher Education; *Microcomputers; *Recordkeeping; *Student Records; Systems Development
IDENTIFIERS- Computer Uses in Education; *Database Management Systems; *dBase II

This paper describes one academic's experiences in utilizing a database management system, dBase II, with an Apple IIe microcomputer for record keeping and reporting. Initial problems created by processing data by hand or by a central computer system are described, and the selection process for a microcomputer purchase and software package (dBase II) is explained. Specific methods of storing and retrieving data using dBase II are presented, including the structure of the database, information storage limitations of dBase II, and field definitions for student files. Also described are methods for updating existing files. Corresponding appendices include sample raw data displays for specific information needs, such as generating a list of students by race, sex, degree requirements, or quarter exited; methods of locating a file with both limited and more specific information; and a list of student advisees for the year. (JB)

ED 262 763                                                    IR 011 841

LOGO in the Classroom.

**International Council for Computers in Education, Eugene, Oreg.**

PUB DATE- 85

NOTE- 85p.; For the 20-session course, Logo in the Classroom, see ED 248 847.

AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Journal Articles (080)

DESCRIPTORS- Computer Graphics; *Computer Software; Educational Strategies; Elementary Secondary Education; Instructional Materials; *Microcomputers; Programing; *Programing Languages; Resource Units; Teaching Methods

IDENTIFIERS- *Computer Uses in Education; *LOGO Programing Language

This collection of articles and features reprinted from "The Computing Teacher" begins with an outline (the table of contents) of a 20-session course, "Logo in the Classroom," by Shirley Torgerson, Mary Kay Kriley, and Janet Stone. The text of the first session and a student exercise sheet are also provided. Five articles included in the collection are (1) "Logo Today: Vision or Reality" (Uri Leron); (2) "Animation with MIT Logo" (Nancy Parks Sopp); (3) "Helping Students with Recursion: Teaching Strategies" (Tim Riordan); (4) "Turtle Fever" (Rick Billstein); and (5) "Putting Logo to Work" (Hillel Weintraub). Copies of a regular feature, "The Logo Center," are also included. These columns by Kathleen Martin and Tim Riordan address such topics as spirolaterals, adventure stories, tangrams and turtles, databases, polyspirals, sprites, thinking in "chunks," non-graphics applications, and using older students to help teach Logo to younger children. One guest column by Tim Barclay focuses on teaching mathematics with MIT Logo. (JB)

ED 262 777 IR 051 012

Information Technology for Emergency Management. Report for the Subcommittee on Investigations and Oversight. Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, Second Session. Serial HH.

**Library of Congress, Washington, D.C. Congressional Research Service.**

PUB DATE- 9 Oct 84
NOTE- 468p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Computers; *Emergency Programs; Government Publications; *Government Role; *Information Science; *Information Utilization; *National Programs; National Security; *Natural Disasters; Nonprint Media; Rescue; Safety; Telecommunications

This study presents an overview of the existing and emerging issues related to the application of information technology--computers, telecommunications, microform systems, audio and video devices--to all phases of emergency management: prevention, mitigation, response, and recovery. Both natural and man-caused disasters are treated in this analysis. Subsequent to the presentation of an executive summary, an introductory chapter provides the following: a context for the ensuing treatment of the objective of the report; a variety of perspectives on the identification, perceptions, and significance of this problem area; and a number of identifiable alternatives for congressional initiatives in the future. The following two chapters illustrate the various ways information technologies are being used in coping with several kinds of natural and technological disasters, along with background and key statistical information on these focal areas; then a discussion of the Federal role in striving to ensure greater resiliency in the information support infrastructure is presented. Next, a chronology of selected governmental actions and related events reflects the pattern of activity, especially during the past 25 years. The final six chapters include the highlights and commentary of major subcommittee endeavors, including two hearings, a national workshop, and a technical forum. A series of appendices provide selected background material. (THC)

ED 262 805 IR 051 316

IFLA General Conference, 1985. Division of General Research Libraries. Section on Parliamentary Libraries. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 92p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Depository Libraries; Foreign Countries; *Government Libraries; Government Publications; *Information Systems; *International Cooperation; International Organizations; *Law Libraries; Library Associations; *Library Cooperation; Library Networks; Program Descriptions; Research Libraries

Papers on parliamentary libraries which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "Cooperation among Parliamentary Libraries--Example: Federal Republic of Germany" (Wolfgang Dietz, West Germany); (2) "Cooperative Development in Action: Towards an Australian Parliamentary Information Network" (R. J. N. Bannenberg, Australia); (3) "Relationships of Research in National Institutions and Parliamentary Research" (Osamu Hayashi, Japan); (4) "Parliamentary Research Services: Improving the Relationship between Public and Private Research" (Dean N. Clay, Canada); (5) "Relationship between the European Parliament Library, the Council of Europe Library, and between the National Parliamentary Libraries of the Member States" (Dermot Englefield, United Kingdom); (6) "The Role of a Parliament Library in Documentation and Popularization of Its Parliament's History" (Andrzej Gwizdz, Poland); and (7) "Legislative Library of Quebec: Relationship among Canadian Legislative Libraries" (Jacques Premont, Canada). (THC)

ED 262 820 IR 051 331

IFLA General Conference, 1985. Division on Special Libraries. Section on Science and Technology Libraries. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 77p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Foreign Countries; Global Approach; *Information Systems; International Organizations; Library Associations; Position Papers; Program Descriptions; Research Libraries; *Scientific and Technical Information; *Special Libraries; *Technology Transfer
IDENTIFIERS- *Domesday Project (United Kingdom); India; *Optical Digital Discs; Resource Sharing; Universal Availability of Publications

Papers on science and technology libraries which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "UAP (Universal Availability of Publications) and User Training for Categories of Grey Literature" (Dieter Schmidmaier, Mining Academy Freiberg, East Germany); (2) "Resource Sharing in Science and Technology Libraries in India" (S. K. Taneja, Department of Science and Technology, India); (3) "Information and Technology Transfer to Developing Countries" (James E. Beverly, U.S. Agency for International Development, United States); (4) "The Domesday Project: An Innovative Use of Optical Disc Technology by the British Broadcasting Corporation (BBC)" (Peter Armstrong, BBC-TV, United Kingdom); and (5) "Optical Disks--An Emerging Technology for Libraries" (William R. Nugent, Library of Congress, United States). (THC)

ED 262 887 PS 015 391

Setting Up the School Volunteer Program.
**South Carolina State Dept. of Education, Columbia.**

PUB DATE- May 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Benefits; Community Coordination; Elementary Education; Peer Teaching; Remedial Programs; *Tutoring; *Volunteers; *Volunteer Training

This pamphlet provides practical information on using volunteers to lower student/teacher ratios and raise reading and math scores through more individualized instruction during a time of tight district budgets and increased pressure for improved student achievement. The multitude of services which a volunteer program may provide depends upon the needs of the school system, the individual school and the individual teachers, the desire of the school staff and parents for particular volunteer services, and the kinds of professional staff currently available in the schools. Guidelines are provided for establishing a successful program, and recommendations are given for including senior citizen volunteers in such programs. Specific guidelines for tutors are identified, including tips for volunteer tutors, matching student needs with tutor skills, communication between teacher and tutor, and student volunteers as peer tutors. (DST)

ED 262 902 PS 015 417

*Schweinhart, Lawrence J.*
Early Childhood Development Programs in the Eighties: The National Picture. High/Scope Early Childhood Policy Papers, No. 1.
**High/Scope Educational Research Foundation, Ypsilanti, Mich.**
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 85
NOTE- 45p.; For related document, see PS 015 418.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; Day Care; Disabilities; *Early Childhood Education; *Educational Policy; Employed Parents; *Enrollment; Federal Programs; *Financial Support; *Government Role; Kindergarten; Mothers; *Population Trends; Position Papers; Preschool Education; Program Costs; Public Support; Rural Urban Differences; Socioeconomic Status; State Programs; State Surveys; Tables (Data); Tax Credits
IDENTIFIERS- *Early Childhood Development Programs; Full Day Programs; Half Day Programs; Project Head Start; Social Services Block Grant Program

The first in a series of papers by the High/Scope Educational Research Foundation on policy issues in early childhood care and education, this report describes the status of early childhood care and education in the United States in the 1980s, with emphasis on publicly funded programs. First presented are data from the October 1980 Current Population Survey, considered the best available data source for obtaining a national picture of early childhood care and education in the U.S. Discussion focuses on the number of young children in the U.S., preprimary enrollment of 3- to 5-year-olds, growth in preprimary enrollment, child care and maternal employment, hours of early childhood program operation, preprimary enrollment and socioeconomic status, and preprimary enrollment and geography. Federal and state programs for young children are reviewed. Discussion of federal programs centers on the national Head Start program, federal funding for child care, tax credits for child care, compensatory education, and educational programs for handicapped children. Discussion of state programs concerns kindergarten and prekindergarten programs. (RH)

Latin for Communication. New York State Syllabus. Draft.
**New York State Education Dept., Albany. Bureau of Foreign Languages Education.**
PUB DATE- 85
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Cultural Awareness; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; Inservice Teacher Education; *Language Skills; *Latin; Second Language Instruction; State Curriculum Guides; Student Evaluation
IDENTIFIERS- New York

The draft of a new syllabus for Latin instruction in New York State public schools emphasizes language instruction for communication. The syllabus is intended to serve as a basis for local activities such as review of current local programs, development of local programs to meet new standards, selection and acquisition of support materials, articulation of local offerings, and evaluation of student performance. The guide includes an introductory discussion of the syllabus' philosophy, rationale, goals, and purpose. A discussion of Latin for communication follows, including sections on the components of communication (topics, situations, functions, and specific proficiencies in reading, writing, listening, speaking, language, and culture), the development of language skills (grammar, vocabulary, derivation, and word study), and the development of cultural awareness of the Greco-Roman civilization (in the areas of literature, myths and legends, art and architecture, history and public life, and daily life). Three lists of "checkpoint" learning outcomes are provided, and notes on curriculum development at the local level, staff development, and implications for instruction in each proficiency area are presented. (MSE)

Malay. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 162p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Malay; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Malay is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 708 HE 018 786

Degrees and Other Formal Awards Conferred, 1983-84.
**Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.**
PUB DATE- 85
NOTE- 31p.; Document contains small print.
AVAILABLE FROM- Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Community Colleges; *Degrees (Academic); Doctoral Degrees; Females; *Graduate Study; *Higher Education; *Majors (Students); Males; Masters Degrees; Private Colleges; Professional Education; Sex Differences; State Colleges; State Surveys; Student Characteristics; Trend Analysis; *Undergraduate Study
IDENTIFIERS- *Pennsylvania

Data on degrees and other formal awards conferred in 1983-1984 in Pennsylvania colleges and universities are presented, including a brief narrative section on trends. Detailed statistical tables cover the following: associate and higher degrees conferred by level of program, 1983-1984; bachelor's degrees conferred in selected major fields of study, 1974-1975 through 1983-1984; associate and higher degrees conferred by sex, 1974-1984; associate and higher degrees conferred by institutional category and level of program, 1974-1984; associate and higher degrees conferred by field of study and level of program and sex, 1983-1984; and degrees and other formal awards conferred by institution by level of program, 1983-1984. A total of 96,801 associate and higher degrees were granted, broken down by level as follows: 21,417 associate, 56,541 bachelor's, 3,812 first-professional, 13,173 master's, and 1,858 doctor's. Additional findings include: 49.5 percent of all degrees were granted to women; 24 percent of all bachelor's degrees were in business and management, up from 13.7 percent in 1974-1975; and the number of associate degrees increased 6,875, up 47.3 percent since 1974-1975. (SW)

ED 262 722 HE 018 803

*Vincent, Vern; And Others*

# Impact of Accounting Principles' Laboratories on Achievement and Method of Instruction.

PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Accounting; *College Instruction; Comparative Analysis; Higher Education; Hispanic Americans; *Independent Study; Laboratories; *Lecture Method; *Teaching Methods

Two approaches to teaching an accounting laboratory were compared: a lecture method and a self-instruction method. The achievement of 19 students in the lecture-method lab and 15 students in the self-instruction lab was assessed, based on scores on the first examination, the comprehensive final, and a laboratory score. A secondary analysis examined the achievement of Hispanic and non-Hispanic students taught by each method. The lecture method involved laboratory and homework assignments in addition to a short prepared lecture by the instructor. Students remained in the lab for 2 hours, and students not attending or leaving early were penalized. The self-instruction method eliminated the prepared lecture, although the lab instructor was available to answer questions and discuss material requested by students. While attendance was mandatory, students who completed their assignments could leave early. Students in the two groups did not significantly differ in achievement, and teaching method did not appreciably affect the achievement level of Hispanic students. It is suggested that colleges might consider offering self-instruction labs to complement the lecture component of the course. (SW)

ED 262 791 IR 051 302

IFLA General Conference, 1985. UNESCO/IFLA Presession Seminar. Public Library Service for All: How to Serve Rural Areas. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 124p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference, Pressession Seminar (51st, Chicago, IL, August 11-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Information Needs; International Organizations; Library Associations; *Library Cooperation; Library Planning; *Library Services; *Outreach Programs; Program Descriptions; *Public Libraries; *Rural Areas
IDENTIFIERS- Africa; Asia (Southeast); Latin America

Papers on public library service to rural areas, which were presented at the 1985 UNESCO/IFLA (United Nations Educational, Scientific, and Cultural Organization/International Federation of Library Associations) presession seminar are compiled here and include: (1) "Characteristics and Needs of Various Groups, Families, and Other Community Groups" (Graciela Navarro, Uruguay); (2) "Rural Public Library Services in Southeast Asian Region: Indonesia, Malaysia, Philippines, and Thailand" (Navanit Intrama, Thailand); (3) "Public Library Services for Popular Areas in Latin America" (Alvaro Agudo Guevara, Venezuela); (4) "Establishing Outreach Programs: The Promotion and Marketing of Library Services" (Anne Mitchell-Gift, Trinidad and Tobago); (5) "Rural Area Library Services in the State of Santa Catarina, Brazil" (Mitsi Westphal Taylor, Brazil); (6) "The Problems of Public Library Service in Rural Communities in Africa" (Peter Chateh, Cameroon); (7) "Librarianship and Social Change in Latin America" (Rosario Gassol de Horowitz, Venezuela); (8) "Mobile Libraries: Tools for the Promotion of Public Library Services in Colombia" (Myriam Mejia, Colombia); (9) "Mexico and Its Program for Public Libraries 1983-1988" (Rosa Fernandez de Zamora, Mexico); and (10)"Rural Outreach in U.S.--Ohio" (John J. Philip, United States). (THC)

ED 262 834 JC 850 541

*Young, Darroch F.*
Educational Planning in a Changing Environment: A Retrospective of the 1982 Santa Monica College Symposium.
**Santa Monica Coll., CA.**
PUB DATE- Oct 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; Educational Planning; Needs Assessment; Organizational Change; *Organizational Objectives; *Participative Decision Making; *Self Evaluation (Groups); Two Year Colleges

In February 1982, a symposium was conducted at Santa Monica College (SMC) to inform the college community about the tumultuous changes which had occurred at the college from 1971 to 1982, and to gain broad-based participation in determining the direction of the college. The symposium also attempted to delineate broad philosophical principles that could guide future problem solving and identify the issues of greatest concern. The symposium not only identified these principles and issues, but also formed a meaningful agenda for the institution. Recommendations included the following: (1) expand student assessment and placement practices to include all students and implement a continuous advisement process; (2) establish a high priority for staff development activities; (3) explore methods for increasing income, as well as for reducing expenditures; (4) maintain the high quality of support services; (5) emphasize departmental participation in overall decision making; (6) determine ways to enhance instructional quality in the institution and the classroom, with particular attention to academic standards and classroom expectations; (7) enforce existing educational policies governing such matters as student probation, course prerequisites, and course reports; and revise priority registration procedures accordingly; (8) maintain the services necessary to continue to provide a desirable physical setting for students and staff; and (9) continue the appropriate conversion of part-time to full-time faculty positions, with attention to affirmative action guidelines. A description of planning, preparations, and procedures related to the symposium is included. (LAL)

ED 262 847 JC 850 564

Doucette, Donald S.; Teeter, Deborah J.

Joint Ventures in Research, Evaluation and Planning: University and Community College Collaboration.

PUB DATE- 8 Jul 85
NOTE- 23p.; Paper presented at the Annual Conference of the Society for College and University Planning (20th, Chicago, IL, July 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Transfer Students; *Community Colleges; *Cooperative Programs; *Educational Research; Institutional Research; *Intercollegiate Cooperation; Postsecondary Education; Research Design; *Research Utilization; Transfer Programs; *Universities
IDENTIFIERS- Johnson County Community College KS; *Kansas

The fiscal and demographic realities of the 1980's require increased levels of cooperation between universities and community colleges. Motivated by their mutual self-interest, a large midwestern university, the University of Kansas (KU), and one of its feeder institutions, Johnson County Community College (JCCC), a large comprehensive community college, have established an ongoing cooperative relationship for the purpose of conducting joint research, evaluation, and planning. The first joint project conducted by the institutions was an attempt to determine the actual extent of the transfer phenomenon between JCCC and KU. This study was followed by an investigation of the smoothness of the students' transition from the two-year to the four-year college. One of the most notable results of these initial studies was the consensus established among the postsecondary institutions in Kansas in support of a statewide study of community college transfer students. Another important by-product of these cooperative research efforts has been the routine sharing of information about students, potential markets, employment trends, and research methodologies. This review of the joint research ventures of JCCC and KU includes information on the operational procedures used, as well as brief research results. (Author/EJV)

*Barnett, Rosalind C.; Baruch, Grace K.*
Mothers' Participation in Child Care: Patterns and Consequences. Working Paper No. 137.
**Wellesley Coll., Mass. Center for Research on Women.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 84
NOTE- 48p.; For related working papers, see PS 015 064-PS 015 066. Additional funding was provided by the Henry A. Murray Center, Radcliffe College.
GRANT- NIMH-MH-34225
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; Comparative Analysis; Dual Career Family; Employed Women; Family Life; Family Problems; Fathers; Homemakers; *Mothers; Parent Participation; *Parent Role; *Stress Variables; *Well Being

Consequences of mothers' participation in child care (interaction and child-care tasks) on 160 Caucasian middle-class fathers and mothers were examined in an interview study of parents of kindergarten and fourth grade children. In half of the families, mothers were employed. Three forms of mothers' participation were examined in relation to two categories of consequences: role strain and well-being. Role-strain items referred to immediate and specific problems such as time and energy constraints and role conflicts. Well-being items assessed self-esteem, life satisfaction, and quality of experience in the parental and marital roles. In general, relationships among mothers' participation and both categories of consequences were stronger in dual-earner families. In these families, mothers' role strain was not consistently related to mothers' participation. In contrast, fathers' role strain was correlated with mothers' participation, especially proportional interaction time. The more mothers did, relative to fathers, the less role strain fathers reported. With respect to well-being consequences, for fathers, increased mothers' participation was associated with decrements in feelings of involvement in the role of parent but gains in assessments of the marriage. The opposite pattern emerged among mothers. Increased maternal participation was associated with more positive feelings in the role of mother and less positive feelings in the marital role. (Author/RH)

ED 262 873 PS 015 373

*Taranto, Maria A.*
Is Kohlberg Really Piagetian?
PUB DATE- Jun 85
NOTE- 8p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Compensation (Concept); *Developmental Stages; *Justice; *Moral Development; *Scoring; *Social Cognition; *Test Manuals; Theories
IDENTIFIERS- Justification (Psychology); *Kohlberg (Lawrence); Moral Reasoning; Piagetian Theory; Reciprocity; Structuralism

As early as 1932, Piaget posited four phases of development in moral judgments: amorality, egocentric morality, morality of constraint, and morality of cooperation. In the morality of cooperation, reciprocity (i.e., social reversibility) develops first on a concrete level and then on the level of abstract reciprocity or generalized exchange. In 1971, Kohlberg addressed the problem of the nature of reciprocity or reversibility in moral judgments and attempted, at least in theory, to describe the developing principle of reciprocity across his six stages. Scrutiny of Kohlberg's (1982) scoring manual, however, provides no evidence of developing reciprocity in the criterion judgments of individuals' responses at each stage. The concept is not totally absent, but neither is it articulated, nor logically extended throughout the system. Kohlberg's theory purports to be a Piagetian-based system, but does it, in fact, demonstrate Piaget's notion of cognitive-moral structure in scoring as well as theory? Analysis of the Heinz dilemma suggests ways Kohlberg's system of stages may be viewed, as a developing compensation for injustices regarding retributive justice. Such compensations tend toward an abstract and perfect reciprocity. In answer to the question "Is Kohlberg really Piagetian?" the answer is, "It is quite possible!" (RH)

ED 262 917 PS 015 454

*Halperin, Dora*
A Staff Development Program to Increase Teacher Competency in Mathematics Education for the Early Years.
PUB DATE- 85
NOTE- 274p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Early Childhood Education; *Inservice Teacher Education; Instructional Materials; *Learning Activities; *Mathematics Education; Mathematics Instruction; Mathematics Skills; Parent Teacher Cooperation; Program Descriptions; Staff Development; *Teacher Improvement; *Teaching Guides
IDENTIFIERS- *California (Oakland)

This practicum addressed the problem of inadequate teacher preparation in the area of learning theory, content, and methodology related to mathematical instruction of children attending a private child care center in Oakland, California. The general goal of the study was to plan, implement, and evaluate a staff development program to increase teacher competency, while increasing interest and enthusiasm in teaching early childhood mathematics and promoting planned and systematic implementation of mathematical experiences for children. Basic information about early concepts and the developmental facts about the child's acquisition of each specific concept were provided in a teacher handbook titled, "Young Children's Mathematics - A Handbook for Teachers in Child Care Centers and Preschools." The handbook also offered examples of formal and informal opportunities to foster concept formation. Also, to assist teachers in the preparation of planned mathematical experiences, an activity file was prepared. Requiring extensive and active staff participation, these materials were employed during the 12 weeks of program implementation. Evaluation data indicated that participants increased their knowledge of mathematical content and their ability to plan and present mathematical activities to young children. Furthermore, participants succeeded in involving parents in the mathematical learning experiences of their children. Related materials are appended, including evaluation instruments, the handbook, and the activity file. (RH)

ED 262 930 RC 015 464

*Saide, Tom*
Winton Contact Teacher Centre Report. Priority Country Area Program, Queensland Project Report 2.
**Priority Country Area Program Office, Brisbane (Australia).**
SPONS. AGENCY- Queensland Dept. of Education, Brisbane (Australia).
REPORT NO.- ISBN-0-7242-1337-6
PUB DATE- Feb 84
NOTE- 35p.; For report number 1, see RC 015 463.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Correspondence Study; *Delivery Systems; *Distance Education; *Educational Innovation; *Education Service Centers; Elementary Education; Foreign Countries; *Home Instruction; Program Descriptions; Program Evaluation; Rural Areas; Rural Education; Tutors
IDENTIFIERS- *Australia (Queensland); Isolation (Geographic); Priority Country Area Program (Australia); School of the Air (Australia); Support Facilities; *Support Personnel; Support Services

The experimental Contact Teacher Centre at Winton State Primary School was established in March 1983 to expand the avenues of service delivery for 20 isolated Queensland primary school children from 14 families living within an 80 kilometer radius of Winton. The aims of the Centre were to: (1) assist correspondence pupils with their work; (2) assist home tutors with teaching and management problems; (3) act as a resource center for families with children enrolled in correspondence education programs; (4) liaise with other distance education programs in order to maintain a consistent educational approach, avoid overlap between services, and facilitate the exchange of ideas; and (5) help meet the social needs of students through activity days, mini-schools, and school activities such as swimming and sport. The Centre was initially funded with $3,000, staffed by a 20%-time teacher, and housed in a room furnished with a telephone, answering machine, and tea and coffee making facilities. During 1983, 3 home tutors made 26 school visits, 4 home tutors made 31 telephone calls, the answering service recorded 9 calls, and 2 activity days were sponsored. Evaluation indicated the concept and potential of the Centre were considered worthwhile. (NEC)

ED 262 569 FL 015 229

*Laine, Elaine*

The Notional-Functional Approach: Teaching the Real Language in Its Natural Context.

PUB DATE- 85
NOTE- 113p.; Master's Thesis, George Mason University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *Communicative Competence (Languages); Computer Assisted Instruction; Course Organization; *Curriculum Development; Evaluation Criteria; Grammar; Instructional Materials; Language Proficiency; Media Selection; *Notional Functional Syllabi; *Second Language Instruction; Teaching Methods

This study of the notional-functional approach to second language teaching reviews the history and theoretical background of the method, current issues, and implementation of a notional-functional syllabus. Chapter 1 discusses the history and theory of the approach and the organization and advantages of the notional-functional syllabus. Chapter 2 outlines current issues in the design of the syllabus, discusses the question of oral language proficiency, and describes the provisional oral proficiency guidelines pubilshed by the American Council on the Teaching of Foreign Languages. The chapter also explains the role of grammar and its application to oral proficiency goals, proposes to integrate grammar into a notional-functional syllabus through the use of the computer, and discusses the adaptation of currently-used textbooks. Chapter 3 explores the process of creating a notional-functional syllabus and investigates the activities that could be used to implement it. The manner in which the material could be ordered is illustrated with a three-level sample syllabus. Activities concerning the integration of grammatical structures are included as well as a discussion of classroom experience. Recommendations based on the discussion and predicted results of those recommendations are presented. (Author/MSE)

ED 262 626 FL 015 298

*Robinson, Gail; And Others*
Computer-Assisted Instruction in Foreign Language Education: A Comparison of the Effectiveness of Different Methodologies and Different Forms of Error Correction. Final Report.
**Center for Language & Crosscultural Skills, San Francisco, CA.**
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 150p.
CONTRACT- G008402275
LANGUAGE- English; Spanish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Courseware; *Feedback; Individualized Instruction; *Material Development; Programed Instructional Materials; Secondary Education; *Second Language Instruction; Spanish
IDENTIFIERS- *Error Correction (Language)

A comparison of the effectiveness of different ways to organize instructional materials and different strategies for error feedback used the computer as a research tool and took as subjects first-year junior high school Spanish students, who were randomly assigned to experimental and control groups. To investigate materials organization, computer exercises were designed in Spanish to measure the effect on achievement of such factors as integrated context vs. discrete items, personally meaningful material vs. impersonal material, student choice of background content vs. program choice, and the effect of problem-solving activities on the acquisition of language skills. To compare error feedback methods, the study considered the relative effectiveness of student-controlled help vs. program-controlled error correction, types of error repetition, and the role of student discovery in the error correction process. Post achievement test gain scores were consistently in favor of the experimental group. The findings and their implications for instructional materials design, computer-assisted instruction, and testing are discussed. Appendixes include questionnaires, materials descriptions, sample achievement tests, student interest questionnaire, transcript of taped interviews, and programming strategies. (Author/MSE)

*Honeycutt, C. Allen; Vernon, Nile D.*

Who Should Be Asking the Questions in the Second Language Classroom?

PUB DATE- 85
NOTE- 6p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Communication; Inquiry; *Questioning Techniques; *Second Language Instruction; *Teacher Student Relationship

Most of our language use involves asking and answering questions, and in the second language classroom such exchanges tend to be rare. When there are opportunities for sharing, the teacher usually asks all the questions and the student answers. Some strategies that give students more practice in asking questions include: letting them devise and pose questions to the class, perhaps as a spokesperson for a subgroup, about readings; having them interview a character from a reading passage; having them interview each other in an opinion poll, using a variety of constructions; using guessing games; constructing a telephone inquiry; preparing and asking questions of a visiting native speaker; conducting a "twenty questions" game or some variation; playing variations on a "Jeopardy" game; and conducting a classroom inventory. It is also important to emphasize questioning skills in oral and written tests so that those skills are viewed by students as important and useful. (MSE)

Computer Courseware Evaluations. January, 1983 to May, 1985. A Series of Reports.

**Alberta Dept. of Education, Edmonton. Curriculum Branch Clearinghouse.**

PUB DATE- 85
NOTE- 358p.; For 1983 edition of this report, see ED 246 844. Microdot printing in colored ink on colored paper may not reproduce well.
AVAILABLE FROM- School Book Branch, Alberta Education, 10410-121 Street, Edmonton, AB, Canada T5N 1L2 (1985 Report, $10.00 prepaid; 1986 Report, $10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Education; Computer Literacy; *Courseware; Early Childhood Education; Elementary Secondary Education; Evaluation Methods; Foreign Countries; French; Language Arts; *Mathematics Instruction; Microcomputers; Problem Solving; *Science Instruction; Special Education
IDENTIFIERS- Alberta; *Software Evaluation; *Software Reviews

Fourth in a series, this cumulative report reviews Apple computer courseware and some IBM courseware (Business and Math sections) authorized by Alberta Education from January 1983 through May 1985. It provides detailed evaluations of 168 authorized titles in business education (17), computer literacy (12), early childhood education (8), language arts (14), mathematics (67), problem solving skills (15), science (33), and special education (2). Titles not recommended or still to be evaluated are listed for all eight areas. The detailed evaluations include the disk title, producer(s), address, telephone number, grade level, contents, topics, additional hardware/software requirements, other formats available (not evaluated), year produced, cost, subject, and format. Also included are objectives, content description, content evaluation, instructional format description and evaluation, technical system description and evaluation, management system description and evaluation, a summary statement, status (recommended or supplementary), and purchase information. Alberta Education Call Numbers are included for authorized products. (JB)

ED 262 806 IR 051 317

IFLA General Conference, 1985. Division of General Research Libraries. Section on University and Other General Research Libraries. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 72p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Cataloging; Foreign Countries; Higher Education; Information Needs; Interlibrary Loans; International Organizations; *Library Administration; Library Associations; Library Catalogs; Library Cooperation; *Library Standards; Position Papers; *Preservation; Program Descriptions; *Research Libraries
IDENTIFIERS- Access to Information; Rare Books; *Resource Sharing

Papers on resource sharing, university library standards, and authority control that were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "Preservation and Resource-Sharing: Conflicting or Complementary?" (J. F. Govan, United States); (2) "Change in the Catalogue in the Context of Library Management" (G. G. Allen, Australia); (3) "Barriers to the Availability of Research Literature: Conflicts Between Resource Sharing and Preservation in the Federal Republic of Germany" (Gunter Gattermann, West Germany); (4) "Authority Control--A Library Director's View" (M. Runkle, United States); (5) "Standards for University Libraries. Draft Prepared by the Section Working Party" (Beverly P. Lynch, Ed., United States); and (6) "Co-Operation in Mexican University Libraries" (R. Garduno, Mexico). (THC)

IFLA General Conference, 1985. Division on Special Libraries. Section on Social Science Libraries and Geography and Map Libraries. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 122p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; *Databases; Developing Nations; Foreign Countries; *Geography; Global Approach; *Government Publications; International Organizations; Library Services; *Maps; Online Searching; Program Descriptions; Research Libraries; Scientific and Technical Information; *Social Sciences; *Special Libraries
IDENTIFIERS- Access to Information; ERIC; National Technical Information Service; Universal Availability of Publications

Papers presented on social science and map and geography libraries at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "Information for the Developing World: NTIS's (National Technical Information Service) Role in Information Transfer to Developing Countries" (Joseph F. Caponio, United States); (2) "Availability of Social Sciences Information" (Evangeline Mistaras, United States); (3) "Access to Social Science Information Gathered by Government Departments in the United Kingdom" (Derek A. Clarke, United Kingdom); (4) "ERIC: Multidisciplinary/Multinational" (Donald P. Ely, United States); (5) "Nordic Cooperation--from the View of Research and Special Libraries" (Tor W. Holm, Finland); (6) "Online Searching of Social Science Information in WILSONLINE and WILSEARCH" (Wilhelm Bartenbach, United States); (7) "UAP (Universal Availability of Publications) Programme and Informational and Bibliographical Activities of VGBIL (All-Union State Library of Foreign Literature) (Social Sciences)" (A. Kasyanenko, USSR); and (8) "International Bibliographic Standards in Cartographic Archives: The National Map Collection, Public Archives of Canada, Experience" (Hugo L. P. Stibbe, Canada). (THC)

*Fish, Debra, Ed.*
Home Based Training Resource Handbook. Revised Edition.
**Resources for Child Caring, Inc., St. Paul, MN.**
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.; Minnesota State Dept. of Public Welfare, St. Paul.
REPORT NO.- ISBN-0-934140-13-8
PUB DATE- 84
NOTE- 352p.; Also sponsored by the Saint Paul Area Vocational Technical Institute.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Check Lists; *Child Caregivers; Child Development; Classroom Techniques; Developmental Stages; Discipline; *Educational Environment; *Family Day Care; Foster Family; Health; *Home Programs; Infants; Participant Observation; Preschool Children; Safety; *Self Esteem; Teacher Responsibility; Toddlers; Toys; *Training
IDENTIFIERS- Caregiver Role

Intended for use by professionals and trained para-professionals in the training of family day care providers, in-home caregivers, and, to some extent, foster parents, this handbook contains information and materials necessary to establish a training plan and offers nine training units plus a supplemental unit about toys. Discussed first are re-training activities for caregivers including initial contact; training needs assessment; and the initial interview. Then the training units are presented. Training units one through nine focus on (1) common concerns and problems experienced by newly licensed or beginning family day care providers; (2) observation of an individual child; (3) growth and development of infants and toddlers; (4) ages and stages of child development; (5) the home as a place for learning; (6) guiding behavior of young children; (7) self-esteem in young children; (8) health and safety; and (9) developing a positive relationship between parents and caregiver. The unit on toys provides information about selecting and using toys, and toy safety. Each unit includes information and suggestions for the trainer as well as a bibliography of selected books, filmstrips, pamphlets, and other resource materials. (RH)

ED 262 554 FL 014 022

*Harbour, Leslie J.*
Le Jeu du Budget (The Budget Game). Promoting Functional Language Use Through a Simulation Game.
**American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.**
PUB DATE- 84
NOTE- 10p.
LANGUAGE- French; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Budgeting; *Class Activities; Communicative Competence (Languages); Daily Living Skills; *Family Life; *French; Games; Industry; Instructional Materials; Secondary Education; *Second Language Instruction; *Simulation

Materials and directions for classroom simulation of the formulation and upkeep of a typical French family's budget are presented. The game is intended for intermediate and advanced students of French and adaptable for various class sizes. It is a communicative game, designed to provide an enjoyable atmosphere for true-to-life information exchange and to promote active interaction among students. The game involves dividing students into groups of three, each of the three assuming a family member's character (father, mother, and student son). Extra students are assigned as banker and/or another family member. The group goal is for the family budget to come out "in the black," and the goal for each player is to become the most influential family member in this process. Part 1 of the game consists of making the budget, and part 2 involves recording progress. The materials include a budget sheet, situation cards telling of events occurring during the budget month that require family decision-making, chance cards giving good or bad news, a checkbook, cards describing the family members, a playing board, and notes on writing checks and using housing ads. (MSE)

ED 262 583 FL 015 245

*Losee, Susan; Sawyer, Mary Kay*
Tiga, Topa, Tippula, and Tiggers--A Global Education Program for Primary School Pupils.
PUB DATE- Oct 84
NOTE- 15p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Class Activities; College School Cooperation; Communicative Competence (Languages); *Cross Cultural Studies; Cultural Education; Foreign Students; Intensive Language Courses; *Intercultural Communication; Interpersonal Relationship; Primary Education; Program Descriptions; Program Development; *Second Language Instruction; State Universities; *Young Children
IDENTIFIERS- Ichabod Crane Central School District NY; State University of New York Albany

A program developed by the Intensive English Language Program (IELP) for English language and American cultural studies at the State University of New York at Albany in cooperation with the Ichabod Crane Primary School brings together the primary school children and adult nonnative students from the IELP. The program involves weekend home stays by the adults with the families of the children, and visits to the children's classrooms. During the home stays, a small group of students from the same culture stay with a single student and the student's family, participating in whatever activities the family chooses. The school visits are prepared by the teachers in both institutions. The adult students prepare by focusing on aspects of their cultures that would be of interest to the students. They gather materials to present, and they prepare short lessons with realia, food, games, and music. Follow-up activities include compositions, letters, and artwork prepared by the children and sent to the adults. Suggested additional follow-up activities include another visit to the classroom, studies of the nationalities and national heritages of the children and their teacher, and discussions of ethnic pluralism. A Malaysian recipe and some of the children's compositions are appended. (MSE)

ED 262 598 FL 015 265

*Givon, T.; And Others*
The Tracking of Referents in Discourse: Automated vs. Attended Processes. Technical Report 85-3.
**Oregon Univ., Eugene.**
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 15 May 85
NOTE- 45p.; Some sections may not reproduce clearly.
CONTRACT- N00014-83-K-0601
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Coherence; Comparative Analysis; Computer Oriented Programs; *Discourse Analysis; *Language Processing; *Nouns; Predictor Variables; *Pronouns; Psycholinguistics; Research Methodology; *Syntax
IDENTIFIERS- Anaphora; *Referents (Linguistics)

A study of the cognitive processes involved in achieving coherence in discourse examined a major factor affecting the accessibility of referents: the length of absence of the referent from the distribution of different types of grammatical referential devices (definite nouns and anaphoric pronouns) in discourse. Six versions of a set of twenty short stories were developed by combining two factors: referential distance (zero to five clauses between subsequent references to a character) and anaphoric device (an identical noun, a pronoun, or an epithet). Six experiments were conducted with college students, each using a different group of students and a different version of the stories. In each experiment, the students were asked to read the stories and were periodically interrupted with an inquiry about coreference. The amount of time taken by the subjects to respond to the inquiries was measured by computer, and the response patterns were analyzed in terms of the cognitive processes at work for each of the factor combinations during the decision-making delay. The results are interpreted as an interaction between automated/unattended and analytic/attended components in the processing of referents in discourse. (MSE)

ED 262 612 FL 015 281

*Greenwood, John*
The Case for Content across the Curriculum As Well As Language.
PUB DATE- 22 Apr 85
NOTE- 11p.; Paper presented at a regional seminar of the SEAMEO Regional Language Centre (20th, Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; *Educational Strategies; *English (Second Language); Foreign Countries; *Intellectual Disciplines; *Interdisciplinary Approach; *Language Role; Language Skills; Learning Processes; Reading Instruction; Second Language Instruction; *Skill Development; Study Skills; Teacher Role; Teaching Methods
IDENTIFIERS- Great Britain; *Language across the Curriculum

The language-across-the-curriculum (LAC) movement in Britain began in the 1960s with a few secondary school experiments, from which developed more coordinated attempts to lower interdisciplinary barriers. This movement was characterized by emphasis on the language-learning link, the crucial role of discussion in the learning process, and the democratization of instruction. By the mid-1970s, there was general agreement on the following points: (1) subject teachers should communicate more among themselves because of their common interest in the role of language in learning; (2) policy for LAC should be developed as a more general learning policy; (3) learning involves not only language and content, but also study skills; and (4) LAC is a common responsibility of all disciplines, not just English departments. A major obstacle in establishing a common language policy has been the traditional subject-based curriculum. LAC proponents might be more successful if they were to convince teachers of the importance of language in their individual disciplines and then integrate content among disciplines. This is also true for situations in which English is taught as a second language, where English teachers can help by using school subjects as the content of English lessons. (MSE)

Afrikaans. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

PUB DATE- Nov 85

NOTE- 87p.

CONTRACT- 1735-507041

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Afrikaans; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Afrikaans is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

Shona. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 67p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; *Shona; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Shona is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 682 HE 018 744

*Faust, Paula J., Ed.*
Using Class Agents in Fund Raising.
**Council for Advancement and Support of Education, Washington, D.C.**
REPORT NO.- ISBN-0-89964-239-X
PUB DATE- Aug 85
NOTE- 28p.
AVAILABLE FROM- CASE Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($11.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Alumni; *Alumni Associations; *College Graduates; Competition; *Donors; *Fund Raising; Guidelines; Higher Education; Incentives; *Institutional Advancement; Interpersonal Relationship; *Peer Relationship; Resource Allocation; Staff Role; Volunteer Training

Fund raising strategies that take advantage of the ties alumni have with their graduating class are discussed in five articles. Topics include: organizing classes to promote fund raising, training volunteer alumni, stimulating class fund raising through competition and incentives, allocating staff time and resources, and using special reunion years to best advantage. Also considered are the role of class agents, the use of a class fund raising manual, senior class reunion gift programs, and financial concerns. According to Paula J. Faust in "Fund Raising through Class Association," class association means alumni are grouped according to the year in which they graduated. In "Class Fund Raising: The College Perspective," Janet G. Strahler suggests that peer pressure and direct classmate contact increase dollar totals and reliably increase fund-raising participation. Sherwood C. Haskins, Jr., in "Using Class Agents," suggests that it pays off to carefully select class agents, who write letters, collect information, and attend phonathons and school activities. In "The Capital Reunion Fund," Russell F. Carpenter proposes using two major reunions to conduct capital campaigns. Finally, Robert J. Kallin, in "Senior Class Reunion Gift Programs," discusses educating future alumni about alumni support. (SW)

ED 262 696 HE 018 768

*Flores-Esteves, Manuel*
Life after Shakespeare: Careers for Liberal Arts Majors.
REPORT NO.- ISBN-0-14-046-662-2
PUB DATE- 85
NOTE- 143p.
AVAILABLE FROM- Penguin Books, 40 West 23rd Street, New York, NY 10010 ($6.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; *College Graduates; Education Work Relationship; Employment Interviews; *Employment Opportunities; Higher Education; Internship Programs; *Job Search Methods; *Liberal Arts; *Occupational Information; Resumes (Personal)

Career briefs on 30 fields that liberal arts graduates might pursue are provided, and the value of a liberal arts degree to job applicants is addressed. Included are published reference sources; information on job search skills, writing a resume, and interviewing techniques; and advice on finding a challenging internship. For each field, information is included on types of positions and duties, organizations to which the graduate might apply, and sources of career information. Areas of specialization within fields are also described (e.g., consumer banking, commercial banking, trust banking). The following fields are covered: advertising; airline and travel; business management; consulting; consumer protection; cultural organizations; education; environmental protection; finance; foundations; fund-raising; government; insurance; foreign affairs organizations (working in the United States); international service (working in foreign nations); labor unions; lobbying; opinion polls and surveys; personnel; politics; public affairs organizations; public relations; publishing; radio, television, and motion pictures; real estate; recreation and leisure; research; sales; social services; and writing. Organizations that provide internship opportunities, listed by field, are included. (SW)

ED 262 709 HE 018 787

Higher Education Summer and Fall Enrollments, 1983.
**Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.**
PUB DATE- May 84
NOTE- 28p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Church Related Colleges; *College Attendance; College Students; Community Colleges; *Enrollment Trends; Females; Graduate Students; Higher Education; Males; *Private Colleges; Professional Education; Proprietary Schools; Sex; *State Colleges; State Surveys; *Summer Programs; Technical Institutes; Undergraduate Students
IDENTIFIERS- *Pennsylvania

Data on 1982 summer and fall college enrollments in Pennsylvania are presented, along with brief narrative explanations. Tables are presented on the following: total enrollments in higher education institutions by type of institution, fall 1974-1983; enrollments in institutions by sex, fall 1974-1983; summer school registrations, 1974-1983; total enrollment in colleges and universities by institution, fall 1974-1983; enrollments in institutions by sex and enrollment status, fall 1983; enrollments by level of study by institution, fall 1983; registration in colleges and universities by level of study by institution, summer 1983. Statistics are reported for unclassified students as well as for undergraduates, graduates, and first-professional students. In 1983, the public institutions had an increase of 7,515 students, while the private institutions had an increase of 3,025 students. The specialized associate degree-granting schools and the state school of technology increased their enrollments by 6,107. For the fourth year in a row, there are more female than male students. Since 1974 summer school registrations have increased by 21.8 percent. (SW)

ED 262 723 HE 018 804

External Studies, 1984. Second Annual Report. Part 1, General Information and Part 2, Statistical Information.

**Western Australia Post Secondary Education Commission, Nedlands.**

PUB DATE- Aug 85

NOTE- 79p.; Pages 33-36 contain small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Programs; College Students; Communications Satellites; *Distance Education; *Enrollment Trends; *Extension Education; *Foreign Countries; Postsecondary Education; *Telecommunications; Teleconferencing

IDENTIFIERS- *Australia (Western Australia)

The use of telecommunications and satellite technology in external studies programs at colleges and universities in Western Australia is described, and statistics on programs and courses available in the external mode are provided. Reports on new teaching developments are provided for the following institutions: Murdoch University; the University of Western Australia; the Western Australian Institute of Technology; the Western Australian College of Advanced Education; the Technical Extension Service; and the regional colleges (Hedland College; Kalgoorlie College; and Karratha College). Important organizational and operational developments are noted, including plans for a national interinstitutional telecommunications network, operational trials of FM subcarrier technology for distance education, and teleconferencing sessions on distance education issues. Data are provided by institution on: student enrollments by age and mode of study; enrollments by address of home location and mode of study; and enrollments by mode and field of study. For each institution and field of study, information is presented on courses that are available externally. (SW)

ED 262 737 HE 018 824

*Novalis, Carol*

Validation of Student and Parent Report Data on the Basic Grant Application Form. Final Report. Volume II, Estimated Income: CRT Look-Up Study, Individual Case Follow-Up Study, IRS Sample Study.

**Applied Management Sciences, Inc., Silver Spring, Md.**

SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.

PUB DATE- 7 Jan 77

NOTE- 190p.; For related documents, see HE 018 812-826.

CONTRACT- 300-75-0227

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)

DESCRIPTORS- Accountability; *College Students; Disclosure; *Eligibility; *Error Patterns; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; *Income; Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records

IDENTIFIERS- *Basic Educational Opportunity Grants

The use of estimated income to analyze financial need of applicants to the Basic Educational Opportunity Grant (BEOG) program was investigated. Attention was focused on: how well applicants estimate their income; reasons for errors in estimation, and whether applicants supplying income tax returns supply true versions. For 1,547 eligible BEOG applicants, estimates of income on a 1974-1975 supplemental application were compared were estimates made on regular 1975-1976 applications. Findings included: those with lower incomes were more accurate in estimating income, while those with higher incomes more often overestimated; the later in the year the supplemental application was filed, the more accurate the income estimate; accuracy was not related to the date in which the 1975 application was filed; and as the rate of accurate estimation increased, the size and the frequency of discrepancies became smaller. Compared to the first study, a followup study of individual cases found 11 percent fewer applicants who estimated accurately within $300. An additional study compared 1974-1975 estimated income with 1974 income tax return data for 2,840 eligible applicants and 1,750 ineligibles. Another analysis assessed the accuracy of estimation for applicants judged to be ineligible based on their supplemental BEOG applications. (SW)

*Sherwood, Robert D.; Hasselbring, Ted*

A Comparison of Student Achievement across Three Methods of Presentation of a Computer Based Science Simulation. Technical Report Series, Report No. 84.1.5.

**George Peabody Coll. for Teachers, Nashville, TN. Learning Technology Center.**
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Computer Graphics; *Computer Simulation; Educational Games; Elementary Education; Grade 6; *Intermode Differences; *Laboratory Procedures; *Microcomputers; Role Playing; *Science Instruction; Sex Differences; *Simulated Environment; Teaching Methods; Wildlife
IDENTIFIERS- Instructional Effectiveness

Research was undertaken to investigate various methods of presentation of a computer based science simulation as it related to student content knowledge of the simulation concepts. Three treatment groups of sixth grade students were used in the study: (1) two students per computer interacting with the simulation; (2) a total class presentation of the computer simulation; and (3) a non-computer game-type presentation of the simulation concepts. Students' content knowledge was measured by a 14-item posttest administered immediately after the presentation and 6 weeks later. No statistically significant differences were found between the treatment groups, although there was a trend for higher scores for the total class presentation group on the immediate posttest multiple choice content items. However, females did less well than males on the multiple choice content items of the test. A sex by treatment group interaction was significant for the delayed posttest, with females performing better than males in the total class presentation method but less well in the paired student method. (Author/JB)

ED 262 778 IR 051 017

*Richey, Debora, Comp.*
Tracing California Legislative and Administrative Law.
PUB DATE- 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Codification; *Government Publications; Hearings; Higher Education; *Laws; Library Guides; Reference Materials; *Resource Materials; *State Legislation
IDENTIFIERS- *California

This resource guide identifies and describes basic sources used to trace California laws, regulations, and court decisions. The guide presents background and bibliographical information on specific resources in each of the following areas: (1) bills; (2) daily publications; (3) other legislative publications; (4) chapters/codes; (5) codes--individual volumes; (6) committee hearings; (7) committee reports; (8) court decisions/case law; (9) parallel citations; (10) citations; (11) administrative rules and regulations; (12) constitution; (13) periodical/newspaper indexes; (14) other legal resource tools; (15) directories (attorneys, judges, lobbyists, and state officials); (16) law dictionaries; and (17) legal research guides. For each cited reference, call numbers and/or shelf locations in the California State University, Fullerton are supplied. (THC)

ED 262 792 IR 051 303

IFLA General Conference, 1985. Report to the Council by the Secretary General and Treasurer's Report and Open Forum on IFLA Core Programmers. Papers. and Professional Board Open Forum.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 66p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Budgets; *Developing Nations; Foreign Countries; *Global Approach; Information Services; International Cooperation; *International Organizations; *International Programs; Library Associations; Organizational Effectiveness; Organizational Objectives; *Program Budgeting; Program Descriptions

IDENTIFIERS- *International Federation of Library Associations

Compiled here are the following Council-related reports and papers from the 1985 general conference of the International Federation of Library Associations (IFLA): (1) "Trends 1983-84," which is a report to the Council by the Secretary General, Margreet Wijnstroom, and includes sections on the organization, its actions as the global voice of librarianship, publications, the Third World, core programs, professional grassroots, and finances; (2) "General Comments on the IFLA Accounts 1983 and 1984, and the Budgetary Guidelines for 1985 and 1986" (Marie-Louise Bossuat, Treasurer of IFLA, France); (3) "Background and Current Achievements of the International MARC (Machine Readable Catalog) Project-Deutsche Bibliothek (IMP-DB)" (Dieter Wolf, West Germany); (4) "Advancement of Librarianship in the Third World" (Margreet Wijnstroom, Secretary General of IFLA, The Netherlands); (5) "UAP (Universal Availability of Publications): Progress Report" (Stephen C. J. Vickers, United Kingdom); (6) "The Functioning of an IFLA Division" (Max Broome, Chairman, Division of Libraries Serving the General Public, United Kingdom); and (7) "Review of IFLA's Regional Program 'The 25 Essential Points' in Perspective" (J. S. Soosai, Malaysia). (THC)

ED 262 835 JC 850 542

*Edwards, Lois F.; Bell, Bernadette S.*
Improving Educational Opportunities for the Adult Basic Education Student with a Specific Learning Disability: One to One Volunteer Tutor Program. A 310 Special Demonstration Project.
**Daytona Beach Community Coll., FL.**
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 85
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Education; College Faculty; Community Colleges; Individual Instruction; Inservice Teacher Education; *Learning Disabilities; Learning Modules; Remedial Instruction; *Tutorial Programs; Two Year Colleges; *Volunteers

This manual describes the implementation of a demonstration project at Daytona Beach Community College (DBCC) to: (1) develop an individual education plan to enable adult students with a specific learning disability to reach an 8th grade level of proficiency; (2) recruit volunteers and train them as tutors; and (3) develop a series of in-service training workshop sessions for Adult Basic Education (ABE) adjunct faculty, volunteers, and other interested faculty and personnel. The initial sections of the manual explain the need for the project, its objectives, and the dissemination process used to recruit volunteers and promote the project. Following information on volunteer recruitment and orientation, and tutor training, a guide for instruction and five learning modules are presented to guide the tutor in the planning and presentation of lessons which meet the student's needs and follow his/her individual educational plan. The modules cover phonics, spelling, sight vocabulary, reading, and handwriting. Next, the manual looks at the student assessment and placement process, providing samples of the forms used. Finally, instructional materials are listed; data on tutors, students, and faculty are provided; and evaluation procedures are explained. (EJV)

ED 262 848 JC 850 566

*Koefoed, Julius O., Jr.*
An Examination of the Goals of Incoming Students at Kirkwood Community College.
PUB DATE- Oct 85
NOTE- 102p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Community Colleges; Objectives; Occupational Aspiration; Questionnaires; School Surveys; *Student Characteristics; *Student Educational Objectives; Student Evaluation; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Kirkwood Community College IA

As part of an effort to understand and reduce an unacceptable attrition rate at Kirkwood Community College (KCC) in Iowa, a study was conducted to determine students' reasons for coming to the college. All 584 students who applied for admission to KCC in winter 1984 were mailed a copy of the Student Goals Inventory, an instrument which assesses students' career, personal, social, academic, cultural, and community development goals. Study findings, based on responses from 133 of the applicants who actually enrolled, included the following: (1) the three career goal statements selected by students with the greatest frequency all related to acquiring and improving occupational skills; (2) with respect to personal development, the goal of "develop self-worth and confidence" was rated highest by almost all respondent sub-groups; (3) the number one social development goal selected by the students was "interact with people of various ages and backgrounds"; (4) "learning more about my field of interest" was the most highly ranked academic goal; (5) "pursuit of avocational interests" and "development of skills and interests for leisure time" were the highest ranked cultural development goals; and (6) the most highly ranked community development goal involved learning more about "the system." The study showed that students were interested in career development, yet not in participating in student organizations. They were also interested in interacting with groups of various ages and backgrounds, but not in learning more about different ethnic and minority groups. A five-page bibliography is included, and the survey instrument is appended. (EJV)

ED 262 861 PS 015 319

*Scoll, Barbara; Engstrom, Roger*
Hennepin County Grant Purchase of Child Day Care through a Voucher System: An Evaluation and Use of Technology (Transfer and Technical Assistance to Enhance Service Delivery (with Exeuctive Summary). Final Report.
**Hennepin County Community Services Dept., Minneapolis, MN.**

PUB DATE- May 85
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *County Programs; *Day Care; *Delivery Systems; Early Childhood Education; Educational Demand; Educational Finance; Educational Supply; *Educational Vouchers; Enrollment Influences; Family Day Care; Grants; *School Choice
IDENTIFIERS- *Minnesota (Hennepin County)

In January of 1982, the Hennepin County Community Services Department began implementing a day care voucher system which allowed day care clients to place their children in any licensed day care home or center that was willing to contract with Hennepin County. In October of the same year, Hennepin County was awarded a grant by the Department of Health and Human Services to evaluate the impact of the day care voucher system. The focus of the grant and, therefore, of this report was to examine the voucher system in terms of its effect on providers, consumers, and the total day care system. A series of studies was designed to answer two key questions about the impact of the central eligibility voucher system (CEVS): (1) Did the voucher system solve the problems created by the contract-based system? and (2) Did it create new problems for the providers, consumers, or the County? (DST)

ED 262 874 PS 015 375

*Tappan, Mark B.*
The Development of Socio-Moral Cognition in Late Adolescence: A Three-Dimensional Model.

PUB DATE- 7 Jun 85
NOTE- 16p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Adults; Cognitive Processes; *Justice; Metacognition; Models; *Moral Development; *Moral Values; Value Judgment
IDENTIFIERS- Developmental Patterns; Epistemic Moral Cognition; *Moral Reasoning; *Relativism

The nature of the developmental shift from adolescence to adulthood has been of ongoing interest to researchers studying the development of socio-moral cognition from within the "cognitive-developmental" paradigm. This paper identifies three dimensions along which developmental changes in socio-moral cognition occur during late adolescence: normative moral cognition, moral metacognition, and epistemic moral cognition. Normative moral cognition involves making first-order judgments about what is right, good, or obligatory, and giving reasons for such judgments. Moral metacognition refers to the processes an individual invokes to think about and reflect on first-order processes. Epistemic moral cognition is primarily concerned with the nature and validity of moral language and moral knowledge. This model suggests that previous attempts to understand socio-moral development during the present era have been fundamentally flawed. Ultimately, the model may lead to both a more accurate description and a more useful explanation of the development of socio-moral cognition during late adolescence. (Author/RH)

ED 262 903 PS 015 418

*Schweinhart, Lawrence J.*
The Preschool Challenge. High/Scope Early Childhood Policy Papers, No. 4.
**High/Scope Educational Research Foundation, Ypsilanti, Mich.**
PUB DATE- 85
NOTE- 30p.; For related document, see PS 015 417.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; Competence; *Cost Effectiveness; Day Care; *Developmental Programs; Early Childhood Education; *Educational Policy; Educational Quality; *Government Role; Intervention; Longitudinal Studies; Outcomes of Education; Position Papers; *Poverty; Preschool Children; *Preschool Education; Program Effectiveness; Social Problems
IDENTIFIERS- *Early Childhood Development Programs

This paper describes the problem and consequences of preschool poverty and outlines the potential contributions of high quality preschool child development programs towards lessening the magnitude of the problem. Data indicate that among children under 6 years of age one in four is now living in poverty, and in 17 states more than one fourth of preschool-aged children live in poverty. Poor children tend to fail in school and drop out before high school graduation. High school dropouts are likely candidates for poverty in their adult lives. Research studies indicate that preschool child development programs can help prevent scholastic failure and reduce other social problems. Further, well-documented cost-benefit analysis indicates that preschool programs can pay for themselves. At the present time, 29 percent of the nation's poor 3- and 4-year-olds are enrolled in preschool programs that provide educational activities, though not all of these programs are of the quality necessary to produce extensive social benefits. In view of the fact that federal and state governments spend over 2 billion dollars a year for preschool programs, it is important to insure the quality of such programs so that they can lead to long-term benefits. (RH)

ED 262 918 PS 015 455

*Herzka, H. S.*

On the Anthropology of Play: Play as a Way of Dialogical Development.

PUB DATE- Aug 85

NOTE- 17p.; Paper presented at the International Symposium of the Netherlands Organization for Postgraduate Education in the Social Sciences (Amsterdam, Netherlands, September 12-14, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Development; *Childhood Needs; *Developed Nations; *Holistic Approach; Individual Development; *Mental Health; Philosophy; *Play; Theories; Western Civilization

IDENTIFIERS- *Dialogics; Theoretical Analysis

Dialogics as a philosophical principle is, like the dialectics predominant at present in all industrialized countries, based on the duality of life and thought. Dialogics postulates that two thoughts, or two aspirations, or two concepts together make up a whole, simultaneously, each being of equal importance. Play is a dialogic of doing and experiencing. As defined by dialogics, play also connects imaginative consciousness and fantasy with material reality. In addition, play creates a dialogical bridge between physical and psychic/spiritual realms. Play helps a child in his social relationships as well as in the development of his individuality, and play creates a direct relation to time and space. Play has great significance for the creation of a dialogical identity and for the dialogical integration of the contradictory sides of life and of the human personality. This integrative significance is of special importance in our present cultural circumstances. (Author/RH)

ED 262 931 RC 015 474

*Ediger, Marlow*
A Visit to a Pig "Hatchery" on the Farm. (A Suggested Unit of Study).
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; *Agricultural Production; Elementary Secondary Education; Experiential Learning; Farmers; *Farm Management; *Farm Visits; Field Trips; *Learning Activities; *Outdoor Education; Specialization; *Student Educational Objectives
IDENTIFIERS- *Hogs

Objectives for students are provided in this unit of study which suggests diverse learning that can take place in conjunction with a class field trip to a farm specializing in the raising of pigs. Following a brief description of specialization in United States livestock production, the unit lists factual information to be learned, e.g., information about modern barns and equipment, uses of automation, the life history of pigs raised for market, the farmer's investment and risks. The next section lists seven affective goals for students, e.g., appreciating the efficiency of farming operations, respecting the contribution of American farmers, and wanting more information about farming. The final section gives seven suggestions for teaching the unit. Activities include using print and audio-visual reference materials, inviting a county extension agent to speak, constructing a model farm scene, predicting the daily activities of a farmer specializing in raising pigs, and discussing the meat products derived from pigs. (JHZ)

ED 262 570	FL 015 232

*Ramirez, Arnulfo G., Ed.*
Teaching Languages in College: Communicative Proficiency and Cross-Cultural Issues. Volume 1.
**State Univ. of New York, Albany. School of Education.**
PUB DATE- 85
NOTE- 153p.; Papers presented at a conference on Teaching Languages for Communicative Proficiency and Cross-Cultural Understanding (Albany, New York, October 19-20, 1984). For individual papers, see FL 015 233-245.
AVAILABLE FROM- Center for Languages, Literacy and Cultures Education, School of Education, State University of New York, Albany, NY.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- Business Communication; Classroom Techniques; *College Second Language Programs; *Communicative Competence (Languages); Community Resources, *Cross Cultural Studies; *Cultural Education; English (Second Language); German; Hebrew; Immersion Programs; Individualized Instruction; *Intercultural Communication; International Cooperation; Literature Appreciation; Program Descriptions; Russian; Second Language Instruction

A collection of papers concerning college language instruction and exploring issues related to promoting communicative skills and cross-cultural understanding includes the following titles: (1) "Languages at College: The Student and the Curriculum," by W. M. Rivers; (2) "Dimensions of Communicative Proficiency," by A. Ramirez; (3) "Communicative Proficiency Through Comprehension," by H.S.Straight; (4) "TESOL and Approaches to the Development of Communicative Proficiency," by R. Light; (5) "Using Culture to Teach Languages," by H. Ferguson; (6) "A Model of Instruction for Integrating Culture and Language," by A. Papalia; (7) "Cultural Understanding Through Cross-Cultural Analysis," by J-F.Briere; (8) "Literature and Cultural Perspectives," by R. Bosch; (9) "Teaching Languages Through Immersion," by H. Urbanski; (10) "Individualized Instruction in Hebrew," by D. Grossberg and J. DeBenedetti; (11) "International Cooperation--The New German Business Diploma as a Model Project," by B. Elling; (12) "Using University and Community Resources in the Teaching of Russian," by R. W. Bustin; and (13) "Tiga, Topa, Tippula, and Tiggers--A Global Education Program for Primary School Pupils," by S. Losee and M. Sawyer. (MSE)

ED 262 599 FL 015 266

*Becker, Judith A.; Hamrick, M. Jean*
A Search for Sex Differences in the Language of 10 Year Olds and Adults.

PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjectives; *Adults; *Children; Comparative Analysis; *Cultural Influences; *Language Styles; Language Usage; *Sex Differences; *Social Influences; Vocabulary

Controversial claims made about characteristics of "women's speech" are examined in a comparison of certain aspects of the language used by 17 ten-year-olds (9 boys and 8 girls) and 20 adults (10 men and 10 women, mean age 20.0 years), all native speakers of English. The subjects were asked to pretend to speak on the telephone to a person of designated status (higher, equal, lower) and degree of familiarity (familiar and unfamiliar), and to make a particular type of request (borrow or return an item). Eight dependent speech variables were assessed: hesitations, including speech disfluencies such as errors and fillers; hedges and modifiers such as "sort of" and "I think"; tag questions such as "...okay?"; the number of words uttered in each situation; syntactic directness; and empty and neutral adjectives such as "sweet" and "good." Four statistical analyses were performed to determine any effects of sex on language. None revealed any significant main effects or interactions of sex in either children or adults, contradicting previous assertions. Further research on factors such as relative speaker status, conversational situation, and other speech characteristics as they relate to sex differences is recommended. A three-page reference list is appended. (MSE)

ED 262 641 FL 015 317

*Garfinkel, Alan; Prentice, Mary*

Foreign Language for the Gifted: Extending Cognitive Dimensions.

PUB DATE- 85
NOTE- 8p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academically Gifted; *Classroom Techniques; *Cognitive Ability; *Curriculum Development; Definitions; Instructional Improvement; *Instructional Materials; Language Processing; *Second Language Instruction; *Student Characteristics; Vocabulary Development

Procedures are described for use in foreign language classes that tap the characteristics of gifted students. Each activity is directly associated with at least one of the cognitive characteristics attributed to the gifted, which are listed in the introductory section of the paper. The procedures include the following activities: conducting a classroom census to determine special interests and capabilities, possibly by having students tape-record presentations on their interests; providing ample listening material and having students keep a log of listening; having students use the "Provisional Proficiency Guidelines" to evaluate their own and other students' oral skills; using monolingual dictionaries and thesauruses to play word games; having students analyze pictures from a vertical file to develop hypotheses about foreign cultures, to be tested by consulting other sources; and asking students to share their own mnemonic devices with other students. Gifted students have a wide range of cognitive skills that teachers can take advantage of to develop interesting and effective language-learning activities. (MSE)

ED 262 724 HE 018 811

*Brown, Peggy Ann, Ed.*
Communicating the Value of the Humanities.
**Association of American Colleges, Washington, D.C.**

PUB DATE- Oct 85
NOTE- 21p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Programs; Course Descriptions; Cultural Education; Higher Education; *Humanities Instruction; *Interdisciplinary Approach; *International Education; *Values Education; *Western Civilization
IDENTIFIERS- Bethany College WV; Connecticut College; Dominican College of San Rafael CA; Georgia Institute of Technology; Johnson County Community College KS; Lincoln Land Community College IL; New York University; Saint Anselm College NH; University of Iowa; University of Judaism Lee College CA

Humanities programs at selected colleges are described, and the value of emphasizing subject matter in humanities programs is discussed in an article by Richard Ekman, "A Plea for Practical Idealism." The most effective programs encourage students to respect subject matter, engage important questions, and search for answers to the questions. The following college approaches are described: a value-centered curriculum involving seminars and faculty development, Saint Anselm College; the Western civilization program and multidisciplinary studies, Dominican College of San Rafael; promotion of interdisciplinary studies for faculty and students by the Humanities Council, New York University; and internationalizing the curriculum to integrate humanities perspectives, Johnson County Community College. Programs of additional colleges are described that concern: modern culture's roots, the origins of humanities, the impact of science on literature, the Renaissance, integrating Jewish and Western Studies, the history of Western Civilization, disciplinary views of human nature, integrative humanities approach for freshmen, promoting humanities with media sources, and the Spanish-speaking world. A 21-item annotated bibliography on resource publications is included. (SW)

ED 262 751 IR 011 829

*Kinzer, Charles K.; And Others*
Different Logo Learning Environments and Mastery: Relationships between Engagement and Learning.
**George Peabody Coll. for Teachers, Nashville, TN. Learning Technology Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 84
NOTE- 24p.
GRANT- NIMH-MH-38253
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Observation Techniques; Comparative Analysis; Computer Software; Elementary Education; Grade 5; *Intermode Differences; *Mastery Learning; *Microcomputers; Programing; *Programing Languages; Skill Development; Teaching Methods
IDENTIFIERS- *Instructional Effectiveness; *LOGO Programing Language; *Tutorial Mode

This paper discusses the results of research on learning LOGO programming language by two groups of fifth grade students who were taught using either a structured tutorial mode or an unstructured discovery method. Previous results showed mastery differences between the structured and unstructured teaching methods with the results favoring the structured approach. Using classroom observational techniques, the present study examines how students in the LOGO classes compare with students in traditional situations for such factors as time on task, discipline, and organization. Additionally, this research asks whether techniques other than mastery measures can be used to differentiate LOGO classes taught by structured and unstructured techniques, and whether there are observable classroom behaviors that differ in classes taught using the two different teaching methods. Findings indicate that while traditional methods of classroom observations may be appropriate to differentiate traditional classrooms from LOGO classrooms, they may be inappropriate to differentiate various LOGO learning environments; and that, while it may be possible for LOGO classrooms to look as if adequate learning is taking place, mastery may not happen. It is suggested that research in LOGO to specifically measure mastery is needed before claims of transfer can be taken seriously. (JB)

ED 262 765 IR 011 843

*Kobryn, Nancy M.*
Computerevolution in California.
PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
AVAILABLE FROM- University for Youth, 120 Lynch Ave., Utica, NY 13502 ($5.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- *Computer Literacy; Computer Science Education; Elementary Secondary Education; *Family Environment; Higher Education; *Instructional Innovation; Learning Experience; Man Machine Systems; *Microcomputers; State Legislation
IDENTIFIERS- *Computer Uses in Education

The introduction of the microcomputer is producing complex changes in the cosmopolitan culture of Californians, including the way people live and learn at home, in school, and at the office. Recently, many bills have been proposed in California to introduce computer science and technology into the public education system; in addition, tax credits are now given to some corporations who donate computers to schools, colleges, or universities. Offices of education frequently serve as catalysts for education and industry by hosting computer classes and conferences sponsored by computer companies. Silicon Valley is the heart of the computer industry, and consumers have a wide choice of hardware and software in this geographical region. Some teachers are rallying to the cause of computers in education in a non-profit organization called CUE (Computer Using Educators). In addition to its newsletter, CUE sponsors annual computer conferences; in 1982, this conference drew 23 computer enthusiasts. Even though one institution of higher learning, the Department of Defense's Foreign Language Center in Monterey, has few computers and guides inform visitors that there is considerable resistance to high technology in the military, the computerevolution is very much a part of education, industry, and home life in California. A number of specific computer uses in California school systems and the types of microcomputers being used are cited. (JB)

ED 262 779 IR 051 289

*Guptil, Marilla B.*
Archival Appraisal of Records of International Organizations: A RAMP Study with Guidelines.
**United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.**
REPORT NO.- PGI-85/WS/4
PUB DATE- Nov 85
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Archives; Developing Nations; Evaluation Criteria; Guidelines; Information Retrieval; Information Services; *Information Storage; *Information Systems; International Cooperation; *International Organizations; *Preservation; Public Policy; Records (Forms); Selection; Surveys
IDENTIFIERS- *Records Management; Weeding (Library)

Prepared under contract with the International Council on Archives (ICA), this study reviews past and present policies and procedures in the archival appraisal and disposal of noncurrent records (to the extent that such have been developed and implemented) by a representative group of international intergovernmental organizations. This study and the guidelines it recommends address centralized, partially decentralized, and totally decentralized registries and filing systems. The implications of each type of system for effective management of current, semicurrent, and noncurrent records are discussed. In preparation for the study, questionnaires were submitted to 30 organizations in the United Nations system. Replies were received from 18 respondents, of whom 11 completed the questionnaires and 7 reported they had no archives. The study first explores the appraisal criteria in terms of values that affect the preservation and disposal of records. Next, methodology of records selection is treated as a complement to appraisal criteria and the effect of arrangement and classification systems on selection is discussed. A description of appraisal practices, based on responses to the questionnaire and on-site visits, follows. Conclusions and guidelines are then presented. A bibliography and a list of United Nations staff who were consulted or returned questionnaires are included. (THC)

IFLA General Conference, 1985. Division of Libraries Serving the General Public. Section on Libraries for the Blind. Papers.
**International Federation of Library Associations, The Hague (Netherlands).**
PUB DATE- Aug 85
NOTE- 133p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Braille; Cataloging; Copyrights; Foreign Countries; Foreign Language Books; Foreign Language Periodicals; *Interlibrary Loans; *International Cooperation; International Organizations; *Large Type Materials; Library Associations; *Library Materials; *Library Services; Position Papers; Public Libraries; *Visual Impairments
IDENTIFIERS- Resource Sharing

Papers on library services and programs for the blind and visually handicapped which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "Copyright and Library Material for the Blind" (Elizabeth Twining, United Kingdom); (2) "Postal and Customs Regulations and Library Material for the Blind" (William C. Byrne, Australia); (3) "Commercial Large Print--The International Scene" (Bruce E. Massis, United States); (4) "Foreign Language Program: National Library Service for the Blind and Physically Handicapped, Library of Congress" (James R. Herndon, United States); (5) "Bibliographic Control of Library Materials for the Blind: The Canadian Experience" (Janice Shewchuk, Canada); (6) "The Legibility of Large Print" (Linda Jansen and Paulli Thomsen, Denmark); (7) "Consumer Relations: Investigations and Their Conclusions" (Judith M. Dixon, United States); and (8) "A Foot in Both Camps--A Librarian's Experiences in Publishing" (Tom F. Barnard, United Kingdom). (THC)

ED 262 822 IR 051 334

*Harke, Dianne*
Focus on Learning: An Integrated Program Model for Alberta School Libraries.
**Alberta Dept. of Education, Edmonton. Media and Technology Branch.**
PUB DATE- Sep 85
NOTE- 69p.; For related document, see ED 258 553 and IR 051 338.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Guidelines; Instructional Materials; *Integrated Activities; Learning Resources Centers; Library Administration; *Library Collection Development; Library Equipment; Library Facilities; *Library Planning; Library Services; Library Standards; Models; Policy; *Program Development; *School Libraries
IDENTIFIERS- *Alberta

Upon the adoption of a provincial statement of policy designed to guide the development and implementation of effective school library programs, the Alberta Department of Education agreed to provide a recommended model for developing an effective, integrated school library program. The model outlined in this document is particularly suitable as a vehicle to implement the guidelines, procedures, and standards set forth in the policy statement. The model incorporates three major program components, each with three separate phases of development. Each phase represents an increased level of program scope and quality and provides a basis for: assessing the scope and quality of a school's present library program; identifying immediate needs and priorities for short-term planning and development; and establishing goals and objectives to direct long-term planning and implementation. This document includes: (1) a description of an integrated school library program; (2) the model itself, including an overview and sections on instruction, development, and management; (3) an outline for implementation of each phase; (4) appendices, including the school library resources analysis form, a status graph, and descriptions of key roles in the integrated library program; and (5) a bibliography. (THC)

ED 262 889 PS 015 394

Changing the Australian Taxation System: Towards a Family Income Guarantee.

**Institute of Family Studies, Melbourne (Australia).**

PUB DATE- May 85
NOTE- 45p.; Submission to the Economic Planning Advisory Council.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Family Income; *Family Programs; *Finance Reform; Foreign Countries; Guaranteed Income; *Poverty; *Tax Allocation
IDENTIFIERS- *Australia; Fairness; Family Assistance Plans; Indirect Costs; Social Security; *Tax Equity

Changes in the Australian taxation system are discussed in reference to two central issues: (1) achieving horizontal and vertical equity within the tax-transfer system; and (2) interrelating taxation and social security systems. Horizontal equity embodies the principle that those in similar economic circumstances should pay the same levels of taxation. Vertical equity embodies the principle that those whose income is greater (after adjusting for horizontal equity considerations) should pay relatively more tax. Both the taxation and social security systems have been recognized as alternative and complementary means of achieving certain objectives (especially in achieving vertical equity), and the overlap of various provisions in either system recently is recognized as problematic (especially as they create poverty traps and work disincentives). However, little discussion of the need to include the social security system has occurred in the current context of reforming the taxation system. The same may be said regarding the need to support, or at least treat equitably, families raising children, especially those on low incomes. This discussion, then, focuses on two main propositions: families with children require adequate support through the tax-transfer system; and such support should be provided through an integrated tax-transfer system. (RH)

ED 262 555 FL 014 971

*Bell, Terrell H.*

The Condition of Bilingual Education in the Nation, 1982. A Report from the Secretary of Education to the President and the Congress.

**InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

REPORT NO.- ISBN-0-89763-066-1

PUB DATE- 2

NOTE- 132p.

CONTRACT- 400-80-0040

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Agency Role; Alaska Natives; American Indians; *Bilingual Education; *Educational Needs; *Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Programs; Limited English Speaking; Program Effectiveness; *Public Agencies; *Public Policy; Puerto Ricans; State Programs; Student Characteristics; Teacher Supply and Demand

The report outlines the national need for bilingual education by providing estimates of the target group (distribution and characteristics of the language-minority, limited-English-speaking population), describes the need for bilingual education among native American and Alaskan native students and in Puerto Rico, and examines the need for teachers in elementary and secondary programs. A section on meeting the need for bilingual education outlines: (1) the services received by limited-English-speaking children in U.S. schools; (2) the activities of the Office of Bilingual Education and Minority Affairs; (3) other Department of Education programs directed toward limited-English-proficient children and adults; (4) services to American Indian and Alaskan native students in Bureau of Indian Affairs (BIA) schools, BIA-contract schools, and schools receiving BIA funds; and (5) state bilingual education programs. Appended materials include a partial listing of recent and current bilingual education research and a listing of services to limited-English-speakers under the Library Services and Construction Act in fiscal year 1980. (MSE)

*Fisiak, Jacek, Ed.*
Papers and Studies in Contrastive Linguistics, Volume Seven.
**Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Arlington, Va.**
PUB DATE- 77
NOTE- 185p.; For other issues of this journal, see FL 015 249-256.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Contrastive Linguistics; Culture; *English; Finnish; German; Language Research; Language Styles; *Lexicology; Polish; *Research Problems; Second Language Instruction; Semantics; *Structural Analysis (Linguistics); Syntax; Testing; Verbs
IDENTIFIERS- Danish

This issue of the journal includes these papers on contrastive linguistics: "A Note on Semantic Representation of Lexical Items and on Lexical Gaps" (Maria Grzegorek); "Some Remarks on Case Grammars as Bases for Contrastive Studies" (Hans U. Boas); "Are Exclusively Attributive Adjectives 'Transpositional'?--Some Comments on the Nature of Lexical Rules as Opposed to Syntactic Transformations" (Barbara Fedorowicz-Bacz); "Epenthesis or Deletion--I Could Do" (John W. Dewees); "A Contrastive Description of Deixis in Danish and English" (Claus Faerch); "Deceptive Words. A Study in the Contrastive Lexicon of Polish and English" (Jerzy Welna); "Some Aspects of Style in the Source and the Target Language" (Moira Linnarud); "Tags in English and Equivalent Constructions in Polish" (Wieslaw Oleksy); "Definiteness in Finnish" (Andrew Chesterman); "Testing and Contrastive Analysis" (Naum R. Dimitrijevic); "Problems and Implications of Contrastive Analysis of Vocabulary and Culture" (Naum R. Dimitrijevic); "Towards an Erasure Principle for German and English Infinitive Complements" (Rudolf Thiem); and "Some Aspects of Modification in English and Polish--Pedagogical Implications" (Elzbieta Muskat-Tabakowska). A bibliography of English-Polish contrastive studies is also included. (MSE)

ED 262 613 FL 015 282

*Cheong, Lee Kok*
English Across the University Curriculum.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at a regional seminar of the SEAMEO Regional Language Centre (20th, Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Curriculum Design; *Educational Philosophy; *English; Foreign Countries; Higher Education; *Interdisciplinary Approach; *Language Role; Language Usage; Learning Processes; Teacher Role; Universities
IDENTIFIERS- *Language across the Curriculum; Singapore

Curriculum developers and planners must realize that speaking, reading, writing, and related linguistic processes are instrumental in all areas of learning. In university departments, teachers of content subjects and language specialists should look at the curriculum as a whole. English specialists must institute a policy of language across the curriculum, and subject specialists need to be aware of the linguistic process by which students acquire information and understanding. The education of the students should be regarded as the responsibility of all academic staff within and across departments, not just of the individuals charged with teaching those students. Although this would be more difficult, it would be a more professional approach and would assure the success of language across the curriculum. (MSE)

ED 262 627 FL 015 302

# Sudanese Arabic. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 29p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Arabic; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Arabic (Sudanese)

The materials status report for Sudanese Arabic is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

Dutch. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 109p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Dutch; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Dutch is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

Tagalog. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 134p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; *Tagalog; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Tagalog is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 683 HE 018 752

*Frierson, Henry T., Jr.*
Assessing Intervention Effects on Repeated Standardized Test Performance: Examining Raw Percentage Scores.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Educational Testing; Higher Education; Intervention; *Medical Students; Response Style (Tests); *Scores; Skill Development; *Standardized Tests; Student Evaluation; *Test Wiseness
IDENTIFIERS- *University of North Carolina

Effects of test-taking instruction for University of North Carolina medical students who failed end-of-year examinations were studied. The exam is compensatory and includes a number of subtests, including National Board (NB) Part I standardized subtests in pathology, pharmacology, and physiology. Students who had to repeat NB Part I subtests were assessed over a 5-year period. Two groups were evaluated: an intervention group of 15 students who participated in a special intervention program involving test-taking skills instruction; and a comparison group of 13 nonparticipants. Test-taking instruction consisted of: a systematic approach for taking tests, focusing on key words in both item stems and options, avoiding mistakes and increasing accuracy levels, analyzing perceived difficult items, and using guessing strategies as a last resort. The subtests were used as units of analyses, and the intervention group students retook 39 subtests compared to 33 for comparison group students. The intervention group's mean retest performance was significantly greater than that of the comparison group. It was concluded that intervention results in higher test performance and the implications are significant for medical students who have inadequate test-taking skills or for students undergoing academic remediation. (Author/SW)

ED 262 697 HE 018 775

*Mtewa, Mekki*
Development-Oriented Research Needs in Africa.
PUB DATE- Nov 81
NOTE- 14p.; Paper presented at the Science Conference of the Association for the Advancement of Policy, Research, and Development in the Third World (Washington, DC, November 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Cooperative Programs; *Developing Nations; Foreign Countries; *Government School Relationship; Higher Education; Institutional Cooperation; Models; *Public Policy; Research Needs; *Research Utilization; *School Business Relationship
IDENTIFIERS- *Africa

Research models and the issue of public/private utilization of research are discussed, along with implications for development research in Africa. The following types of research are distinguished: policy research, sectoral research, academic research, and consultancy-related research. Three research paradigms are identified: (1) the ideal location for research is at the university; (2) since government is a consumer rather than a producer of knowledge, innovative research might be publicly funded but conducted by the private sector; and (3) research can be conducted by teams of academic professionals, government administrators, and private industry experts. Since university research is specialized and compartmentalized, utilization requires interaction with public policy research. Three research utilization models can be conceptualized around the paradigms. Model I is based on three sources of funding (unilateral, external, and institutional). Model II stipulates government and private sector users; research can be conducted by either university or private researchers. Model III involves a multidisciplinary enterprise with the "best" organizational form available. It is recommended that the research utilization models be considered in approaching development research in Africa. (SW)

ED 262 710 HE 018 788

Higher Education Financial Statistics, 1982-83.
**Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.**
PUB DATE- Jul 84
NOTE- 29p.; Some tables contain small print. For a related document, see HE 018 789.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Church Related Colleges; Community Colleges; Donors; *Educational Finance; Endowment Funds; *Expenditures; *Financial Support; *Higher Education; Income; *Operating Expenses; Private Colleges; *Resource Allocation; State Aid; State Colleges; Technical Institutes
IDENTIFIERS- *Pennsylvania

Statistical data on Pennsylvania higher education finance for 1982-1983 are presented. Tables include the following information: current funds revenues by institutional control 1973-1983; percent of current funds revenues by source, 1973-1983; current funds expenditures by institutional control, 1973-1983; percent of current funds expenditures by function, 1973-1983; physical plant asset values by type of asset by institutional category, 1982-1983; indebtedness on physical plant for fiscal year (FY) ending 1983 by institutional category; and changes in endowment funds and fund balances for FY ending 1983 by institutional category. The 1982-1983 data indicate that: current funds revenues increased 13.4 percent since 1981-1982; student tuition and fees represented 32.5 percent of all reported current funds revenues while government appropriations represented 15.7 percent; current funds expenditures increased 13.7 percent since 1981-1982; instruction accounted for 27.4 percent of all reported current funds expenditures; hospitals represented 19.0 percent of all current funds revenues and 19.1 percent of current funds expenditures; indebtedness on physical plant increased 21.4 percent during the FY; and the market value of all endowment funds increased 38.6 percent by the end of the FY. (SW)

ED 262 849 JC 850 569

*Silberg, Carol A.*

What Is the Relationship between the Age of the Audience and the Effectiveness of Marketing Techniques in Attracting Students to a Community College?

**Prince George's Community Coll., Largo, MD. Office of Coll. Relations and Publications.**

PUB DATE- 10 Jul 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Age; Community Colleges; Information Dissemination; Institutional Advancement; Literature Reviews; Marketing; *Student Recruitment; Two Year Colleges; *Two Year College Students

A study was conducted at Prince George's Community College (PGCC) to investigate the relationship between the age of the audience and the effectiveness of marketing techniques in attracting students to the college. The study focused on how and why community colleges market themselves, and why some techniques were more effective than others for targeting specific age groups. The study involved a review of the literature supporting and opposing the use of marketing strategies by postsecondary institutions; and interviews with 10 students, two from each of five age cohorts: under 20, 20-24, 25-29, 30-39, and 40 and over. The interviews investigated how students heard about PGCC, why students chose PGCC, the impressions they had of the college before enrolling and while enrolled, the publications that were familiar to students, and students' assessment of these publications. The study revealed only minor differences among the age cohorts. Recommendations for improving PGCC's marketing efforts and publications are included in the study report, along with a literature review and bibliography. (EJV)

**ED 262 862** PS 015 328

*Cochran, Moncrieff; Henderson, Charles R., Jr.*
Family Matters: Evaluation of the Parental Empowerment Program. A Final Report to the National Institute of Education.
**Cornell Univ., Ithaca, N.Y.**
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- Feb 85
NOTE- 305p.; Prepared by the Comparative Ecology of Human Development Project, which is associated with the International Group for Comparative Human Ecology.
CONTRACT- 400-76-0150
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Rearing; *Cognitive Development; Demography; *Elementary School Students; *Family Programs; *Family School Relationship; Grade 1; Home Visits; Parent Child Relationship; Parent Participation; Program Effectiveness; Program Evaluation; Self Concept; Social Networks; *Social Support Groups
IDENTIFIERS- Ecological Paradigm; New York (Syracuse)

This final report provides an evaluation of the Family Matters program, an experimental program building on family strengths and local resources which was offered for an average of 24 months to 160 families in 10 Syracuse (New York) neighborhoods. Chapter 1 provides a conceptual overview and program description. Chapter 2 describes the research methodology and includes a demographic comparison of program and control families. In chapter 3, attention is focused upon the influence of program participation on children's performance in first grade. Chapter 5 expands this focus to include possible relations among school outcomes, parental perceptions of self, and parent-child activities. Home-school communications is the area of interest in chapter 4 and chapter 6 concerns personal social networks. In chapter 7, network relations to activities, perceptions, and school outcomes are examined, as are the relations between perceptions and home-school communications. Chapter 8 considers questions focusing on program-influenced changes in family ecology affecting the behavior of children; causal links between program inputs and child outcomes; and differences in effects and processes across family types. Attention then shifts to a number of family-support related themes arising from the answers to these questions. (RH)

ED 262 875 PS 015 376

*Tappan, Mark B.; And Others*
Postformal Adult Cognition: A Multi-Domain Study.
PUB DATE- 8 Jun 85
NOTE- 19p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Cognitive Ability; *Cognitive Development; *Individual Characteristics; *Intelligence Quotient; *Interpersonal Competence; Moral Values; Personality; Value Judgment; Vocational Interests
IDENTIFIERS- Moral Reasoning; Personal Experiences; Piagetian Theory; *Postformal Adult Cognition

This study investigated forms of adult social cognition in the domains of justice judgment and ethical evaluation and their relationship to IQ scores and personal and vocational interests. Subjects were 150 adult members of the MENSA organization: 69 females and 81 males ranging in age from 18 to 83 years. Each subject completed a battery of instruments designed to measure development in the logico-mathematical and social domains, personal and vocational interests, and IQ, including Commons and Farrell's (1984) formal-operations balance-beam problem; Commons, Richards, and Kuhn's (1982) meta-systematic four-story problem; Commons, Richards, and Kuhn's (1982) meta-cube analogy problem; Kuhn's two-country problem; Kohlberg's Moral Judgment Interview, Form A; Armon's (1984) ideals of the Good-Life Interview; Loevinger's ego-development Sentence Completion Test; The Strong-Campbell Interest Inventory; and standard adult IQ verbal sub-tests in written form, taken from the Wechsler Adult Intelligence Scale. Subjects' scores on the social-cognitive measures were comparable to such scores from other adult populations, and there was little or no relationship between these scores and IQ. The relationship between social-cognitive development and personal and vocational interests indicates that certain vocational personality types were more strongly related to social-cognitive development in the domains of justice judgment and ethical evaluation than were others. (Author/RH)

*Yutzy, Maynard F.*
A Comparison of Child and Teacher Initiations for Kindergarten through Third Grades in Japan and the United States.
SPONS. AGENCY- Idaho Univ., Moscow. Coll. of Education.
PUB DATE- 85
NOTE- 61p.; Research also supported by Miyagi Women's College, Institute of Christian Culture.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Check Lists; Class Activities; Classroom Communication; Classroom Research; Classroom Techniques; Comparative Analysis; Cross Cultural Studies; Cultural Context; Decision Making; *Elementary School Students; Elementary School Teachers; Foreign Countries; *Kindergarten Children; Preschool Teachers; Primary Education; *Student Behavior; Student Participation; *Teacher Behavior
IDENTIFIERS- Child Teacher Initiation Behaviors Checklist; Japan; United States

Comparisons were made of the contexts and incidence of child- and teacher-initiated behavior in kindergarten through third-grade classrooms in Japan and the United States. The "Child/Teacher Initiation Behaviors Checklist" was developed and used to obtain data on nine general initiation categories, such as: gains attention; initiates classroom control; and makes decision without teacher direction. Observations were made in 20 U.S. kindergarten classrooms and in 10 classrooms at each of the primary grade levels. In Japan, 12 classrooms at each grade level were observed. Kindergartens in both countries were designated as either child-directed or teacher-directed. Findings demonstrated that teacher-directed environments have significantly fewer child initiations in the classroom. The greatest cross-cultural difference in teacher initiations was in the child-directed kindergartens. In the United States, initiation frequency of children making unsolicited comments decreased through third grade, while in Japan unsolicited comments increasd from first through third grade. During primary years, frequency of initiations was consistently higher in Japan. While affection was not initiated very often by teachers in either country, children initiated more affection in child-directed environments. U.S. teachers gave more praise to students than did Japanese teachers. It is concluded that findings do not support formalizing education for young children to improve their learning. Among other recommendations, it is suggested that teachers should encourage child initiations in their classrooms. (Author/RH)

ED 262 919 PS 015 456

*Weed, Keri; And Others*
Differential Effects of General Metacognition and Task-Specific Beliefs on Strategy Use and Recall.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Elementary Education; *Elementary School Students; Grade 4; *Metacognition; *Motivation; *Performance Factors; *Recall (Psychology)
IDENTIFIERS- *Instructions; Monitoring; Strategic Behavior

A self-paced free recall task was employed to assess the effects of motivational and metacognitive influences on active processing and recall. A total of 81 fourth-graders were randomly assigned to one of four instructional conditions: strategy instructions plus process monitoring instructions; strategy instructions only; process monitoring instructions only; or a practice control group. Strategy instructions consisted of teaching children a cumulative rehearsal fast finish strategy and a less effective individual item repetition strategy. Process monitoring instructions involved talking with the children about the importance of using strategies to help them do their work better or easier and illustrating the principle with a simple, concrete task. It was hypothesized that the instructional manipulation would affect recall and strategy use by altering children's task specific beliefs and metacognitions. Effects of student characteristics and instructional condition were assessed for task-specific attributions and metacognitions, strategy use and recall on the post-test, near transfer, and far transfer tasks. Results indicated that both general and task-specific factors were significantly related to strategy use and recall. Prior to task instructions, motivational factors accounted for the significant variance, whereas following instructions, metacognitive variables increased in importance. (Author/RH)

Indian Resource Development. Annual Report, 1984-1985.
**New Mexico State Univ., Las Cruces.**
PUB DATE- 85
NOTE- 35p.; For the 1983-84 Annual Report, see ED 250 122.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; *American Indian Education; American Indians; *Career Guidance; *College School Cooperation; Engineering; Financial Support; Higher Education; High School Students; Internship Programs; *Labor Force Development; Leadership Training; Natural Resources; Program Development; School Holding Power; Secondary Education; *Student Recruitment; Supplementary Education; Tribes; Work Experience Programs
IDENTIFIERS- *Indian Resource Development Program NM; *New Mexico

Operating in 1984-85 with a budget of $216,000 appropriated by the New Mexico State Legislature, the Indian Resource Development (IRD) Program continued its efforts to develop a corps of professionally trained American Indians in fields related to natural resource development. As of June 1985 IRD maintained a roll of 863 participants--Indian students who have indicated an interest in or who are pursuing technical career training. Services to these participants included information on careers, colleges and universities, sources of financial aid, summer jobs, cooperative education internships, and job opportunities in technical fields. Efforts to recruit high school students into college and technical careers included visits to some 14 New Mexico high schools with American Indian students enrolled, pre-college orientations (including study skills and career counseling as well as overviews of natural-resource related careers), and the publication of a newsletter aimed specifically at high school students. Work experience opportunities were a main component of IRD's efforts to retain students in college programs. IRD continued its policy of cooperation with numerous state and tribal institutions and worked closely with New Mexico State University, University of New Mexico, and New Mexico Institute of Mining and Technology. (JHZ)

ED 262 738 HE 018 825

*Kuchak, JoAnn*
Validation of Student and Parent Reported Data on the Basic Grant Application Form. Final Report. Volume III, Internal Revenue Service Comparison Study.
**Applied Management Sciences, Inc., Silver Spring, Md.**
SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 19 Nov 76
NOTE- 203p.; For related documents, see HE 018 812-826. Volumes IV and V were unavailable from the Office of Student Financial Assistance.
CONTRACT- 300-75-0227
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; *College Students; Comparative Analysis; Dependents; *Disclosure; Eligibility; *Financial Aid Applicants; Grants; Higher Education; *Income; Self Supporting Students; *Student Financial Aid; Student Records; Taxes
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud; *Internal Revenue Service

Application forms for the Basic Educational Opportunity Grant (BEOG) Program for 1974-1975 were compared to Internal Revenue Service (IRA) tax forms to determine the scope of applicants' misreporting and to identify categories of applicants who tend to misreport. A total of 70,063 tax forms and BEOG records from eligible and ineligible applicants were examined. It was found that while overall accuracy of reporting was high, variations in the level of accuracy occurred for eligible and ineligible applicants, and dependent and independent students. For every variable (income, taxes, and household size), ineligibles tended to be more accurate than eligibles. Eligible students with adjusted gross incomes below $4,000 were the most accurate reporters of taxes but were the least accurate reporters of adjusted gross income. Independent students were among the least accurate reporters of income but were the most accurate reporters of taxes. More than 87 percent of all eligibles were found to report household size accurately. The impact of substituting IRS-reported data for BEOG reported data in the eligibility formula was also considered. Appendices provide statistical findings and analyses, and detailed information on the study methodology, including a summary of computer programming activities. (SW)

IFLA General Conference, 1985. Opening and Plenary Sessions. Papers.
**International Federation of Library Associations, The Hague (Netherlands).**
PUB DATE- Aug 84
NOTE- 101p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Foreign Countries; Global Approach; Information Services; Intellectual Freedom; International Cooperation; International Organizations; *International Programs; Library Associations; Library Role; *Library Services; National Programs; *Public Libraries; Research Libraries; School Libraries
IDENTIFIERS- *Access to Information; Brazil; Mexico; USSR

Remarks by Dr. John Brademas, President of New York University, address the meeting theme--"Libraries and the Universal Availability of Information"--with special attention to research libraries and their service to scholars, the quality of public and school libraries, the plight of non-readers, the role of governments in supporting libraries and in assuring freedom of inquiry, and an international agenda for libraries. A presidential address by Else Granheim (Norway), entitled "From Copenhagen to Chicago," provides a retrospective look at IFLA and its activities from 1979 to the present. Also included in this compilation of plenary session papers are: (1) "The Role and Place of Soviet Libraries in Providing Universal Availability of Knowledge" (V. S. Lesokhima, Chief Library Directorate, USSR Ministry of Culture); (2) a response to the previous paper (P. B. Mangla, Professor and Head of the Department of Library and Information Science, and Dean of Faculty of Arts, University of Delhi, India); (3) "The Mexican National Program of Public Libraries" (Ana Maria Magaloni de Bustamante, Mexico); (4) "The Indivisible World: Libraries and the Myth of Cultural Exchange" (Daniel J. Boorstin, Librarian of Congress, United States); and (5) "Brazil--The Preservation of Culture through Technology" (Maria Alice Barroso, General Director, Biblioteca Nacional Argentina). (THC)

ED 262 836 JC 850 543

*Denton, Thomas*
Community-Base Project.
**Dutchess Community Coll., Poughkeepsie, N.Y.**

PUB DATE- 85
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; Community Study; Program Descriptions; Relevance (Education); Research Papers (Students); Sequential Approach; *Student Research; *Teaching Methods; Two Year Colleges; Writing Exercises; *Writing Instruction; *Writing Skills

This manual presents a sequence of assignments to encourage students to commit themselves to a writing project in which the content is derived from their own purposeful investigations of subjects within their local community. Introductory information explains how the instructional sequence works, indicating that: (1) students are asked to investigate a subject that has aroused their curiosity, but which they have never taken the time to explore; (2) the subject must be a current reality in their community, must be unfamiliar to them, and must begin with a specific and narrowed person, place, or thing; and (3) the writing project develops through a structured sequence of assignments that allows students to expand, shift, and deepen the focus of their search. Next, the assignments are presented, along with suggestions for the instructor and samples of student work. The assignments include writing a project proposal; conducting an interview; writing narratives and summaries; completing worksheets and readings; drawing contrasts regarding selected aspects of the topic; preparing a logical and persuasive argument; and making an oral presentation. The final exam is included. (EJV)

ED 262 642 FL 015 318

*Nyikos, Martha*
Memory Hooks and Other Mnemonic Devices: A Brief Overview for Language Teachers.
PUB DATE- 85
NOTE- 9p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Associative Learning; Cognitive Style; Language Processing; *Learning Strategies; *Mnemonics; Second Language Learning; *Visualization; *Vocabulary Development

A mnemonic device is any technique or system to improve or aid the memory by use of formulas. Memory aids enjoyed great popularity in ancient times, but with the advent of literacy, the need for memorization was lessened and mnemonics were not taught regularly. However, recent research in cognitive psychology suggests that mnemonics, taught and used systematically, hold great potential for classroom use. Beginning language students must store large quantities of vocabulary early in their instruction, while developing language skill areas. Teachers can encourage students to use imagery to retain vocabulary by imagining themselves in a situation in which the vocabulary items would be present, as in a restaurant while studying a unit on food. Research indicates that younger students remember best when teachers provide the images, while adults benefit most from using their own, personally meaningful images. Several specific types of mnemonic devices have been found to work well, including keyword mnemonics that couple the acoustic with the visual word form, and pegword mnemonics that require learning a standard list of pegwords and making several kinds of associations with them. Use of such techniques has been found to increase learning, but students must be made aware of the techniques and be given specific strategies for their use. (MSE)

ED 262 890 PS 015 396

*Leavitt, Midge*
For Parents: An Introduction to Kindergarten.
**New Brunswick Dept. of Education, Fredericton. Student Services Branch.**
PUB DATE- Sep 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; Foreign Countries; *Kindergarten; *Learning Activities; *Parent Materials
IDENTIFIERS- New Brunswick

Prepared for parents of young children, this booklet provides information about the ways children learn in kindergarten, guidelines for judging the quality of kindergarten, and aids to understanding how kindergarten staff and classroom activities help children develop. Topics addressed include dramatic play, helping, pets, cooking, eating snacks in groups, physical exercise, reading, mathematics, group activities, work/play time, children with special needs, and parent involvement. (RH)

*Fantini, Alvino E., Ed.; And Others*
**Beyond the Language Classroom. A Guide for Language Teachers. Identifying and Using Language-Culture Resources for Developing Communicative Competence. International Exchange Series. Pre-Publication Edition.**
**Experiment in International Living, Brattleboro, VT.**
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 84
NOTE- 134p.; A product of the Project of the President's International Youth Exchange Initiative. For related documents, see FL 015 025-026.
GRANT- 1A-21000-19-G
AVAILABLE FROM- Experiment Press, Kipling Road, Brattleboro, VT 05301 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Community Resources; *Cultural Awareness; *Foreign Students; Instructional Materials; Intercultural Communication; *Intercultural Programs; *International Educational Exchange; Media Selection; Orientation Materials; *Program Development; Resource Materials; School Community Relationship; Second Language Instruction; Teaching Guides

This guide explores three ways for teachers to increase speech and culture samples in the foreign language classroom: using foreign exchange students, using U.S. students returning from overseas experience, and identifying and using community resources. The guide includes six chapters, which cover the following topics: the value of bringing in foreign students, problems connected with this practice, and preparing for the visit; general and specific suggestions for classroom activities (both short-term activities and complete units of study); activities involving the entire school, including gaining support, informing the public, using the student as a resource in non-language classes, introducing the student to the faculty, and helping the student pursue personal goals; identifying and using a wide variety of individual, organizational, and other community resources, both in school and within the communuity; and community exploration projects that look at an entire segment of the community, such as an ethnic neighborhood, as a cultural resource. Appended materials include a brochure produced for exchange students, a list of organizations concerned with international exchange programs and language study, and a list of useful books. (MSE)

ED 262 571 FL 015 233

*Rivers, Wilga M.*
Languages at College: The Student and the Curriculum.
PUB DATE- Oct 84
NOTE- 11p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College Second Language Programs; College Students; Communication (Thought Transfer); *Communicative Competence (Languages); Cross Cultural Studies; *Curriculum Development; Educational Strategies; Higher Education; Instructional Improvement; *Intercultural Communication; Second Language Instruction; Student Interests

The time to make positive changes in foreign language education programs and instruction has come. The first step in effecting change is to find out about the students' language backgrounds, interests, and intentions for their language skills. Language instruction can take many different emphases: foreign language and international studies, language and intercommunity understanding, understanding the process of communication, languages for specific purposes or career preparation, and language as the key to humanistic studies. Future college teachers need to be trained to develop curriculum and to use effective, participatory teaching techniques in addition to content. An appropriate approach for college second language teaching is an interactive one. This approach has the following advantages: it allows for teacher and learner individuality because it is not teacher-dominated; it implies purposeful learning; it succeeds in a situation without tension or alienation; it requires emotional maturity and indirect leadership; it encourages teacher innovation and student participation; it does not preclude learning grammar; and it uses the interaction that is typical of literature. (MSE)

ED 262 585 FL 015 249

*Fisiak, Jacek, Ed.*
Papers and Studies in Contrastive Linguistics, Volume Eight.
**Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Arlington, Va.**
PUB DATE- 78
NOTE- 144p.; For other issues of this journal, see FL 015 248-256.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Contrastive Linguistics; Determiners (Languages); English; French; *Grammar; Hungarian; Language Research; *Language Variation; Polish; Rumanian; Russian; Second Language Learning; *Semantics; *Sentence Structure; *Structural Analysis (Linguistics); Swedish; Verbs

This issue of the journal includes these papers on contrastive linguistics: "The Impersonal Sentence in Russian and Romanian" (Suzanne Whalen); "Differential Identity Between Languages--A Study of Assertion and Interrogation in French and English" (William A. Bennett); "The Use of the Article in English and Hungarian: A Contrastive Analysis" (Eva A. Stephanides); "A Semantic Analysis of WHO, WHAT, WHOSE, and WHICH and their Counterparts in Polish" (Wieslaw Oleksy); "Some Remarks on the Verbs of Perception in English and Polish" (Barbara Kryk); and "What Differences Are There Between Finns and Swedish-Speaking Finns Learning English?" (Hakan Ringbom). (MSE)

ED 262 600 FL 015 267

*Rassias, John, Ed.; And Others*
The Ram's Horn.
**Dartmouth Coll., Hanover, NH. Language Outreach Education Office.; Rassias Foundation, Dartmouth, NH.**
PUB DATE- 83
NOTE- 150p.
AVAILABLE FROM- The Rassias Foundation and Language Outreach Education, Dartmouth College, Hnaover, NH 03755, (annual subscription $15.00; single issue $4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022
DESCRIPTORS- *Classroom Techniques; College Faculty; Cooperation; Dialogs (Language); *Drama; Ethnicity; Evening Programs; French; *Instructional Materials; *Intensive Language Courses; Interdisciplinary Approach; Languages for Special Purposes; Nonverbal Communication; Russian; Second Language Instruction; Spanish; Special Education; Videotape Recordings
IDENTIFIERS- *Dartmouth Rassias Method

The summer-fall and winter-spring numbers of the journal, "The Ram's Horn," contain these articles: "The Text as Dramatic Departure"; "The Dartmouth Language Outreach Approach to Spanish for Police Action"; "The Dartmouth Intensive Language Model (DILM) in Florida: John Rassias with High School Teachers"; "The Flexibility of Using Drama Techniques in the Foreign Language Classroom"; "Teaching Non-Verbal Communication in the Foreign Language Classroom"; "The Dartmouth-Rassias Model in Special Education Programs"; "BATS-TANC ("Batanque"): Jeu alphabetique pour les debutants (BATS-TANC: Alphabet Game for Beginners);" " I Will Survive' in French"; "Foreign Study on a Shoestring"; "Using the DILM in Teaching Russian at the University of Florida"; "Communication via Ethnicity"; "A House No Longer Divided: Faculty Collaboration Across Educational Sectors"; "Languages for Communication"; "Minimal-Context Dramatizations in the Elementary Foreign Language Classroom"; "French Play Production: Je Joue, Tu Joues, Nous Rejouissons I Play, You Play, We Rejoice "; "The Dialogue and Beyond"; "The Use of Drama in an Interdisciplinary Class"; "A New Look at Teaching Spanish"; "A Picture is Worth a Thousand Words: Using Video Programs in Evening Foreign Language Classes"; and "The Assistant Teacher Workshop at the High School Level." (MSE)

ED 262 614 FL 015 283

*Chellapan, K.*

Language Through Science and Science Through Language. An Integrated Approach.

PUB DATE- Apr 85
NOTE- 8p.; Paper presented at a regional seminar of the SEAMEO Regional Language Centre (20th, Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Concept Formation; *English for Science and Technology; Foreign Countries; *Interdisciplinary Approach; *Language Role; Language Skills; Language Teachers; *Science Instruction; Structural Analysis (Linguistics); Teacher Role; Teaching Methods
IDENTIFIERS- *Language across the Curriculum

While the need to strengthen the transfer of language skills across disciplines and to integrate language instruction with other components of the curriculum is recognized, it must also be recognized that the language of science has a set of symbols that are different from those that are learned for daily life, and the structures of the two systems are not always the same. In addition, the language of printed materials in science is not always identical to that of the classroom. Because language and subject content are closely related, a valid approach would be to teach English through science rather than English for science. In this context, language should be treated more as communicative than as instrumental or functional. This would blur the distinction between science and language instruction, although each would have its emphasis: science instruction would focus on the instrumental and heuristic functions of language, and language instruction would focus on the interpersonal, thematic, and symbolic functions of language. The concept behind language across the curriculum is based on the recognition of a continuum from conceptualization to communication and of the unity of language and learning. (MSE)

Lybian Arabic. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 28p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Arabic; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Arabic (Lybian)

The materials status report for Lybian Arabic is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 684 HE 018 755

*Daigle, Stephen L.*

Writing and Critical Reading for Learning across the Disciplines: Academic Challenges.

SPONS. AGENCY- California State Univ., Long Beach. Office of the Chancellor.

PUB DATE- 85

NOTE- 25p.

AVAILABLE FROM- California State University, Office of the Chancellor, Academic Program Improvement, 400 Golden Shore, Long Beach, CA 90802-4275 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Faculty; College Students; Consultation Programs; *Critical Reading; *Curriculum Development; Faculty Development; Higher Education; *Instructional Improvement; Instructional Materials; Interdisciplinary Approach; Minicourses; Reading Materials; Reading Skills; *State Universities; Teacher Workshops; Technical Writing; *Writing Skills

IDENTIFIERS- *California State University and Colleges

Grant projects sponsored by the California State University during 1980-1982 to improve writing and critical reading across the disciplines are discussed. Seven campus writing projects and two critical reading projects were supported by the Academic Program Improvement Fund. Four of the writing projects used faculty workshops and training materials as primary methods for improving student writing; a fifth used student writing consultants to assist faculty in the program. Another two projects emphasized scientific and technical writing. The two critical reading projects concentrated on developing a minicourse in critical reading with instructional materials for faculty and student use. Several hundred faculty representing almost all disciplines participated in the writing projects, which affected thousands of students. Faculty were encouraged to assign writing more frequently, to experiment with alternatives to the traditional term paper, and were trained to evaluate and respond to papers in ways that would help students become better writers. In addition to outlining objectives and activities of the writing and reading projects, problem areas are identified, as well as implications of the projects. Ways that project information was disseminated to other campuses are also noted. (SW)

ED 262 711 HE 018 789

Higher Education Faculty and Staff, 1983-84.
**Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.**

PUB DATE- Jun 84
NOTE- 15p.; Some tables contain small print. For a related document, see HE 018 788.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Rank (Professional); Church Related Colleges; Community Colleges; Expenditures; *Full Time Faculty; *Higher Education; Institutional Characteristics; Males; Private Colleges; Proprietary Schools; Sex; State Colleges; *Teacher Employment Benefits; *Teacher Salaries; Technical Institutes; Women Faculty
IDENTIFIERS- *Pennsylvania

Data on Pennsylvania higher education faculty for 1983-1984 and previous years are presented. Tables provide the following information for full-time instructional faculty: mean salaries of faculty employed on a nine-month contract by rank and type of institutional control, 1974-1984; fringe benefits of faculty employed on a nine-month contract, 1975-1984; mean salaries of faculty by rank and institutional category, 1974-1984; mean salaries of faculty by contract length and rank by institutional category, 1983-1984; mean salaries of faculty on a 12-month contract by rank and sex by institutional category, 1983-1984; and expenditures for fringe benefits for faculty by length of contract by type of benefit, 1983-1984. The 1983-1984 data indicate that: since 1974, the mean salary for selected faculty ranks on nine-month contracts rose by 80.1 percent; since the 1982-1983 academic year, the mean salary for selected faculty ranks on nine-month contracts rose by 8.7 percent; faculty on nine-month contracts in the State University System had the highest mean salary of the public institutional faculties; and faculty on nine-month contracts with the private state-aided institutions had the highest mean salary of the private college faculties; and fringe benefit expenditures increased 10.1 percent over the previous year amount. (SW)

ED 262 725 HE 018 812

*Walters, Pamela Barnhouse*
Profiles of 1975-76 Supplemental Basic Grant Applicants.
**Applied Management Sciences, Inc., Silver Spring, Md.**
SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 79
NOTE- 116p.; For related documents, see HE 018 813-826.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Dependents; *Disclosure; *Eligibility; Error Patterns; *Financial Aid Applicants; *Financial Needs; Grants; Higher Education; *Income; Self Supporting Students; Student Characteristics; *Student Financial Aid; Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud

The nature and extent of misreporting by applicants for the Basic Educational Opportunity Grant program was investigated. Types of potential program abuse were assessed, along with the accuracy of income estimates that students make on Supplemental Basic Grant applications, which are the basis for determining a student's eligibility. Attention was directed to: characteristics of a sample of 2,479 students using the Supplemental Basic Grant application in 1975-1976, types of changes made to applicants' Student Eligibility Reports between the regular and supplemental applications submitted in 1975-1976, and the kinds of applications the sample filed in 1974-1975 and 1976-1977. The supplemental application recognizes that students' previous year financial resources are not always a valid basis for predicting current financial strength and determining eligibility. Findings of the report include: applicants made failry accurate estimates of their 1975 adjusted gross income; 58 percent of the sample were dependent and 42 percent were independent students; the predominant reasons for filing 1975-1976 supplemental applications related to unemployment of the student, parent, or spouse; and less than one-fourth filed a 1974-1975 application, while almost two-thirds filed a 1976-1977 application. (SW)

ED 262 752 IR 011 830

*Bransford, John D.; And Others*

Havens for Learning: Toward a Framework for Developing Effective Uses of Technology.

**George Peabody Coll. for Teachers, Nashville, TN. Learning Technology Center.**

PUB DATE- 85

NOTE- 69p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Educational Environment; Higher Education; Instructional Improvement; Intermode Differences; Learning Experience; *Learning Processes; *Man Machine Systems; Microcomputers; Research Methodology; Teaching Methods; *Technological Advancement; Videotape Recordings

IDENTIFIERS- *Interactive Videodisc Systems

This paper presents research on the concept of idealized learning environments called Havens that facilitate learning, introduces the topic of technologically-created Havens, and discusses various components of Havens that can facilitate comprehension. Three experiments involving college students at Vanderbilt University are described. Designed to illustrate and evaluate some procedures for creating Havens for learning, these experiments used videotape and computer-controlled videodiscs to create meaningful environments that could be shared by students and mediators. When the effects of learning in these Haven-like environments were compared with the effects of environments that are often found in schools, the results were positive, suggesting that more sophisticated uses of technology, especially computer-controlled interactive videodisc, should have even greater benefits on comprehension and learning. Also included are descriptions of some videodisc-based Havens that are currently being developed at Vanderbilt University. (JB)

ED 262 766 IR 011 844

*Thompson, Gary E.*

Evaluating Microcomputer Courses in a Non-Traditional Setting.

PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). For a report on Summer Tech '83, see ED 244 596.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Community Education; *Computer Literacy; *Microcomputers; Minicourses; Programing; Programing Languages; *Student Attitudes; *Summer Programs; Urban Education; Word Processing
IDENTIFIERS- BASIC Programing Language; *Computer Uses in Education; *Ohio (Columbus)

Summer Tech '84 was the product of a joint venture of the College of Education of Ohio State University and the Columbus Ohio Public Schools to provide instruction on the use of microcomputers to citizens of the Columbus metropolitan area. For four weeks, 80 different 10-hour classes were offered in eight areas: introductory computer literacy, bring your own computer, programming, business use of microcomputers, educational use, microcomputer use in the arts, extending human capabilities, and advanced computing. This paper describes the evaluation of Summer Tech '84 by its participants, who ranged in age from 4 to 78. The evaluation also measures skills exhibited by students in a specific course, Programming in BASIC I. Six data tables display the following summaries: participants' demographic statistics; responses to attitude questions; means by which students learned about the program; additional courses requested; statistical summaries of the results of the test for Programming in BASIC I and student responses to items on the test. Recommendations for revising the program when it is repeated in the summer of 1985 are provided. (JB)

ED 262 780 IR 051 290

*Neelameghan, A.*
Improving the Use of Information Systems, Services and Sources through User Education and Orientation: Some Issues with Reference to Developing Countries.
**United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.**
REPORT NO.- PGI-82/CONF-604/COL-1; PGI/E-T-V/4
PUB DATE- 31 Aug 82
NOTE- 11p.; Paper presented at a Session of the Ad Hoc Committee on Education and Training Policy and Programme (5th, Paris, France, October 4-6, 1982).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Information Dissemination; *Information Services; *Information Systems; *Information Utilization; International Cooperation; International Organizations; Library Instruction; Library Materials; *National Programs; Position Papers; User Satisfaction (Information)

Noting that under-utilization of information services and systems in developing countries has recently been confirmed by UNESCO (United Nations Educational, Scientific and Cultural Organization) surveys and studies, this paper discusses problems and issues leading to this under-utilization, and examines approaches and actions that could help improve the utilization of information systems if they were undertaken by international organizations at the national and institutional levels. Definitions are provided of user education, user orientation, and user assistance, and a table is used to make the distinctions clear. Interrelationships between the activities in these three categories and their influences on each other are briefly described. A dual approach to user education is recommended: (1) national information policies and programs should explicitly define policies, programs, and minimum standards on user education; and (2) national educational policies and programs should explicitly set out policies, programs, and minimum standards on school and university library and information facilities and services and user education at all educational levels, including formal and nonformal education. User orientation and user assistance are each discussed in turn. Finally, the environment of, and national and international actions with respect to, computerized information systems are discussed. Seven references are listed. (THC)

IFLA General Conference, 1985. Division on Libraries Serving the General Public. Section on Libraries Serving Disadvantaged People. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 30p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correctional Institutions; Foreign Countries; *Information Needs; International Organizations; Library Associations; Library Cooperation; *Library Services; Position Papers; *Prison Libraries; Program Descriptions; *Public Libraries
IDENTIFIERS- *Norway

This document contains two papers on library services in prisons which were presented at the 1985 International Federation of Library Associations (IFLA) conference. In the paper, "Library Service in Prisons/Correctional Institutions," Phyllis I. Dalton (United States) proposes that the IFLA Section on Libraries Serving Disadvantaged Persons establish a working group to address the issue of library service in prisons. Among the topics discussed are the difficulty of her initial international literature searches; the need to make people aware of the informational and recreational needs of this population; the need for comprehensive literature searches so as not to duplicate previous efforts; and recommendations for action, evaluation, and accreditation. In "Prison Library Services--A Responsibility for the Public Libraries," Bjorg Heie (Norway) presents a picture of the development of prison libraries in Norway. This paper includes facts about Norway; information on library services in prisons before 1980; a model for buying services from the municipal public libraries; and discussions of the division of responsibility between prisons and libraries; the size of collections and payment for the right to use books; and staff requirements and work in the prison library. (THC)

ED 262 823 IR 051 335

*Mancall, Jacqueline C.; Deskins, Dreama*

High School Students, Libraries, and the Search Process. An Analysis of Student Materials and Facilities Usage Patterns in Delaware Following Introduction of Online Bibliographic Database Searching.

PUB DATE- 12 Nov 84
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citations (References); Critical Incidents Method; *Databases; High School Students; Information Needs; Information Retrieval; Information Utilization; Library Equipment; *Library Facilities; *Library Materials; *Online Searching; Periodicals; *School Libraries; *Search Strategies; Secondary Education; Use Studies
IDENTIFIERS- Delaware

This report assesses the impact of instruction in online bibliographic database searching on high school students' use of library materials and facilities in three Delaware secondary schools (one public, one parochial, and one private) during the spring of 1984. Most students involved in the analysis were given a brief explanation of online bibliographic searching and instruction in search strategy. They were encouraged to prepare a search request for the topic they had selected for their research assignment. The databases used were selected by a professional librarian. Completed searches, containing documents of potential use to the students, were returned to the students. A critical incident analysis was conducted on the following data: copies of the bibliographies of the student papers (132); questionnaires completed by students in class at the time assignments were due (175); records of student searches (111); and interviews with cooperating school library media specialists (7 teachers and 3 librarians). Following an introduction, discussion of rationale, and description of evaluation design, this report presents observations and implications from data analysis on the following topics: student use of facilities; student material preferences; school library role in delivering documents; age of books used; currency of magazines used; focus of magazine use; use of online references; currency of online references; the most heavily used database; and cost of online searching. Sections on clarifying educational objectives and a summary and recommendations are included. Numerous appendices and tables support the research report. (THC)

ED 262 920 PS 015 472

*Khoo, Siew-Ean*

Family Formation and Ethnicity: A Report Using Australian Family Formation Project Data. Institute of Family Studies Working Paper No. 9.

**Institute of Family Studies, Melbourne (Australia).**

REPORT NO.- ISBN-0-642-07471-2
PUB DATE- Jun 85
NOTE- 84p.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Street, Melbourne 3000, Australia (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Birth; Birth Rate; Comparative Analysis; Day Care; *Demography; Early Childhood Education; *Ethnic Groups; *Family Attitudes; *Family Characteristics; Family Size; Foreign Countries; Interpersonal Relationship; *Marriage; Sex Role
IDENTIFIERS- Asia (Southeast); *Australia; English Speaking; Europe (East); Europe (West); Foreign Born; Leaving Behavior; Personal Independence

Exploratory in nature because of its small foreign-born sample, this working paper represents a first step in efforts by the Australian Institute of Family Studies (IFS) to examine the role of the family among the major immigrant groups in Australia. Comparisons are made between foreign-born and Australian-born families based on data collected in the 1981-1982 IFS survey concerning household structure, family background, marriage and fertility patterns, attitudes and decisions. Findings are complex. In some areas of family formation a number of foreign-born groups differed from the Australian-born; in other areas one foreign-born group contrasted not only with the Australian-born but also with the other foreign-born groups; in yet other areas there were strong similarities among all groups. After a discussion of methodology in chapter 1, chapters 2 and 3 describe the Australian Family Formation Project (AFF) survey data, the scope of the analysis, the demographic and socio-economic characteristics of the respondents, and their household composition and family history. Chapters 4 to 9 present findings on family formation patterns, attitudes, and intentions. The report concludes with an assessment of the main findings of the analysis, the effectiveness of the AFF Project survey questionnaire, and recommendations for the structuring of future surveys. (RH)

ED 262 933 RC 015 477

*Shaper, Ruth; And Others*
Children's Deaths in Maine, 1976-1980 Final Report.
**Maine State Dept. of Human Services, Augusta.**
PUB DATE- Apr 83
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Accidents; *Adolescents; *Children; Comparative Analysis; *Death; Disease Incidence; *Economically Disadvantaged; Infant Mortality; Low Income Groups; *National Norms; Poverty; State Surveys; Statistical Surveys; Suicide; Traffic Accidents; Young Adults
IDENTIFIERS- Drownings; Homicide; *Maine; *Mortality Rates

The final report of a statistical study of 1,737 childhood deaths in Maine from 1976-80 by cause and age also looks at distribution of deaths by cause and age in Maine's low-income population. The findings showed disease was the major cause of death (1,068 deaths) followed by accidents (578 deaths), suicide (50 deaths), and homicide (29 deaths). Disease caused most deaths of children under 5 years; accidents caused most deaths for children 5-19 years. Maine's overall child death rate, as well as rates for disease-related causes, accidents other than motor vehicle, fire, or drowning, and homicide were significantly lower than national rates. The rate of accidental deaths due to fire was significantly higher than the national rate. Deaths due to motor vehicle accidents or drownings were slightly lower than the national rate. Maine's death rates for children under 5 years were significantly lower than national rates. Maine death rates for children of all ages in low-income families were three times higher than corresponding rates for other children for all causes except suicide and homicide. A methodological summary and numerous tables present the statistics. Appendices include additional discussion of methodology, detailed supporting tables, and copies of state information forms. (LFL)

ED 262 657 FL 015 333

Vietnamese. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 159p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; *Vietnamese; Written Language

The materials status report for Vietnamese is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 671 FL 015 352

# Xhosa. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 66p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Xhosa

The materials status report for Xhosa is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 698 HE 018 776

*Dietemann, Margaret*
Consultancy in Educational Administration. Report of April 13-May 26, 1981.

PUB DATE- 81
NOTE- 25p.; Paper presented at the Science Conference of the Association for the Advancement of Policy, Research, and Development in the Third World (Washington, DC, November 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; College Faculty; College Libraries; College Students; Consultation Programs; Decision Making; Developing Nations; *Foreign Countries; *Higher Education; *Personnel Policy; Remedial Programs; School Registration; School Schedules; Student Evaluation; *Student Personnel Services
IDENTIFIERS- *Morocco

Observations and recommendations concerning higher education administration in Morocco are offered by an American academic affairs officer who served as a consultant in 1981. Under a 6-week Fulbright lectureship supervised by the Rector of Mohammed V University in Rabat, Morocco, the American consultant discussed administrative problems and procedures with Moroccan staff, interviewed students, and examined documents and brochures. The following concerns in the area of student affairs administration are addressed: scheduling, registration, evaluation, remediation, program change, and student morale. The administrative structure is also examined, with attention to division of labor, decision making, and administrative morale. Also covered are academic support structures (the library, recordkeeping, and financial administration); and faculty affairs administration (teaching loads, faculty development and evaluation, program development, and faculty morale). The staff who were interviewed are identified, along with documents that were consulted. (SW)

ED 262 739 HE 018 826

Validation of Student and Parent Reported Data on the Basic Grant Application Form. Final Report. Volume VI, Executive Summary.

**Applied Management Sciences, Inc., Silver Spring, Md.**

SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.

PUB DATE- 23 Nov 76

NOTE- 57p.; For related documents, see HE 018 812-825. Volumes IV and V were unavailable from the Office of Student Financial Assistance.

CONTRACT- 300-75-0227

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accountability; *College Students; Comparative Analysis; *Disclosure; *Eligibility; *Financial Aid Applicants; Grants; Higher Education; Income; Student Characteristics; *Student Financial Aid; *Student Records; Taxes

IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud; Internal Revenue Service

Objectives and findings of the Basic Grant Validation Study, which investigated the validity of information provided by applicants to the Basic Educational Opportunity Grant (BEOG) program, are described. Implications of the findings for financial aid application validation are also discussed. Seven separate studies were conducted in order to: determine the degree of actual and potential program abuse; identify the characteristics of applicants who misreport personal and/or family financial circumstances; and establish procedures to regularly screen and correct erroneous applications. Validation of individual applications was undertaken, based on cases referred by college financial aid officers as well as randomly selected applications identified by a set of pre-established criteria. Also examined were applications from individuals whose financial circumstances had changed significantly during the application year and whose BEOG eligibility was therefore based on estimates of their income. The overall accuracy of income estimates was investigated by comparing income tax records with data reported on BEOG supplemental applications forms. To determine the overall scope and nature of misreporting, BEOG applications were matched with income tax forms submitted to the Internal Revenue Service. (SW)

ED 262 794 IR 051 305

IFLA General Conference, 1985. International Association of Law Libraries (IALL) Round-Table on Access to Information in International Legal Research. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 71p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; Foreign Countries; Global Approach; *International Cooperation; *International Law; *International Organizations; *Law Libraries; Library Associations; Library Services; Privacy; Research Libraries; *Research Needs; *Research Tools
IDENTIFIERS- *Access to Information

Papers on international access to information pertaining to legal research, which were presented at the 1985 conference of the International Federation of Library Associations (IFLA) include: (1) "Materials of European Intergovernmental Organizations and Their Accessibility through Available Research Tools" (Irene Berkey, Northwestern University Law Library, United States); (2) "International Organizations Documentation: Serving Research Needs of the Legal Community" (Robert W. Schaaf, Library of Congress, United States); (3) "The Availability of Research Tools in Public International Law, Especially for Documents and Publications of Intergovernmental Organizations" (Joachim Schwietzke, Library of the Max-Planck-Institute, West Germany); (4) "Law and Computer Security: The American Experience" (August Bequai, United States); and (5) "Access to Information in International Legal Research" (Jacob D. Korevaar, Harvard Law School Library, United States). (THC)

ED 262 837 JC 850 545

*Richardson, Richard C., Jr.*
Access.
PUB DATE- 28 Sep 85
NOTE- 9p.; Paper presented at a Legislative Workshop of the Western Interstate Commission on Higher Education (Eugene, OR, September 28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Access to Education; Articulation (Education); College Admission; *Community Colleges; Educational Opportunities; *Educational Quality; Government Role; State Action; *Statewide Planning; Two Year Colleges

The concept of access is central to any discussion of issues confronting the community college. The search for creative and effective ways of pursuing access involves examining institutional practices and state policies to define access in a way that will satisfy the need for acceptable standards and quality. Issues to be addressed in searching for alternative ways of preserving access include what students should have access to; the conditions under which students should have access to education and under which postsecondary education should be available; and whose education the states should subsidize and for how long. In dealing with these important access issues some strategies should be kept in mind. First, community colleges ought to define quality in ways that can be measured and avoid body counts as evidence of accomplishments. Second, states should place a high priority on ensuring articulation among the various components of postsecondary educational systems. Third, there needs to be agreement about program priorities within each state. Finally, dialogue is needed about the kinds of access a state believes should have priority, conditions under which access is to occur, and the most effective methods of funding to ensure that the state's policies are fully implemented. (LAL)

Skolnik, Michael L.; And Others
Survival or Excellence? A Study of Instructional Assignment in Ontario Colleges of Applied Arts and Technology.
**Instructional Assignment Review Committee, Toronto (Ontario).**
SPONS. AGENCY- Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- Jul 85
NOTE- 222p.
AVAILABLE FROM- Ontario Government Publications Services 880 Bay St., 5th Floor, Toronto, Ontario, Canada M7A 1N8 ($5.00 Canadian dollars).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; Class Size; *Collective Bargaining; Community Colleges; *Educational Finance; Educational Quality; *Educational Trends; Enrollment Trends; *Faculty Workload; Noninstructional Responsibility; Productivity; State Surveys; Teacher Attitudes; Teacher Responsibility; Teacher Student Ratio; Teaching Load; Technical Institutes; *Two Year Colleges
IDENTIFIERS- *Ontario

Prepared by the Instructional Assignment Review Committee in response to a legislative mandate to conduct a "comprehensive review of all aspects of instructional assignments" in the Colleges of Applied Arts and Technology in Ontario, this report analyzes historical trends and patterns, reviews faculty and administrator perceptions of assignment concerns, and offers recommendations. Following a summary of major study results, the report covers: (1) the research design; (2) the history of collective bargaining in the colleges; (3) contract administration and instructional assignment dispute resolution; (4) trends in enrollment and funding; (5) patterns of instructional assignment; (6) instructional assignment procedures and faculty perceptions of institutional assignment; (7) administrators' perceptions and concerns; (8) pressures related to funding and enrollment, efficiency gains, class size, teaching modes, clinical and field supervision, faculty-student ratios, and budgetary implications of class size limits; (9) educational quality; (10) equity; (11) comparisons with other jurisdictions; (12) bargaining structures and relationships; and (13) recommendations regarding finances, college organization and management, and collective bargaining. Finally, a bibliography and longitudinal data on enrollments, finances, class size, and assignments are provided. (LAL)

ED 262 863 PS 015 335

Employee Benefits: New Directions. Corporate Support for Employees with Dependents.

**Arkansas Advocates for Children and Families, Little Rock.**

SPONS. AGENCY- Arkansas State Dept. of Human Services, Little Rock. Div. of Social Services.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Day Care Centers; Early Childhood Education; *Employed Parents; Employed Women; Employee Attitudes; Employer Employee Relationship; *Employer Supported Day Care; Family Day Care; Financial Support; *Fringe Benefits; Information Services; Job Satisfaction; *Personnel Policy

Written for employers, this pamphlet provides a concise picture of many aspects of employer supported child care. The influx of working parents into the workplace--especially mothers with young children--has increased stress and pressure for both employees and employers. This, in turn, has increased the mutual dependence between businesses and the family. Consequently, new employer strategies are emerging to strengthen both the family and the workplace. The family of the 1980s is profoundly affected by the workplace environment, and businesses are affected by the concerns and responsibilities of employees. Employers bear the burden of the shortage of child care and the problems associated with obtaining quality care for children of employees. Financial problems and family demands, such as inadequate child care, invariably lead to absenteeism, turnover, and lower productivity. The company ultimately pays for the time lost trying to resolve these problems. Although employers often equate child care benefits with onsite day care centers, other options are available to businesses. These options can be divided into basically four categories: flexible personnel policies, information programs, financial assistance, and direct services. In addition to a brief description of each option, a partial listing of existing programs, benefits to employers, and points to consider in terms of pros and cons before beginning a program are provided. (DST)

*Fitzgerald, Nicholas B.*
Competencies and Contexts of Friendship Development in a Reverse Mainstreamed Preschool.
PUB DATE- Apr 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; Classroom Research; *Competence; Curriculum Development; Educational Practices; *Friendship; Interpersonal Competence; Intervention; *Mainstreaming; *Mental Retardation; *Preschool Children; Preschool Education; Relationship; Social Behavior; *Social Development; Special Education
IDENTIFIERS- Context Effect; Normal Children; *Reverse Mainstreaming; Scripts (Knowledge Structures); Social Interaction

An observational study of classroom behavior was made to identify competencies and contexts of social interaction influencing the development of friendship among preschool children attending an integrated special education classroom. Subjects were six boys and four girls whose ages ranged from 3 to 6 years. Two of the children, a 4-year-old girl and a 5-year-old boy, were enrolled as normal peer models. The eight developmentally delayed children differed in the severity of their mental handicap. Data suggest that friendship between handicapped and nonhandicapped preschool children was an activity-related phenomenon in which the quality of children's relationships was more important than the quantity of interaction. Skills for maintaining social interaction were central to the success of the handicapped children's involvement in cooperative play activities and their subsequent social acceptance by normal peers. Findings also suggest that social relations between normal and handicapped children that originate from a positive base of parallel or adult-directed play are more likely to be sustained and may result in more complex interactions, than if cross-group friendships are initially tested through cooperative activity involvements. Implications for practice are extensively discussed. (RH)

ED 262 891 PS 015 397

The Status of School-Age Child Care in Florida: An Oversight Report Prepared for the Education K-12 Committee.

**Florida House of Representatives, Tallahassee. Committee on Education, K-12.**

PUB DATE- Jan 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *After School Programs; Daily Living Skills; Elementary Education; Policy Formation; Position Papers; *Public Schools; *School Age Day Care; *State Programs; State Surveys; Statewide Planning
IDENTIFIERS- *Florida; *Latchkey Children

This comprehensive report provides current information on the status of school age child care in Florida, an overview of Florida Statutes, a summary of benefits and problems with state involvement, and recommendations for action. An estimated 138,000 children ages 5 to 13 in Florida may be without care every day after school. Florida's school districts are attempting to meet their needs by developing after school programs through community schools and by contracting with local children's service organizations. Districts report needing help with transportation, funds for providing service to Title XX and other low-income students, start-up funds, and information services. Topics covered in the report include the following: national concerns for latchkey children, effects of self-care on children, Florida statutes, the extent of local school district involvement, three models of program delivery, descriptions of present programs, financial support for programs, and recommendations for state policymakers. In addition, tables and figures provide information on (1) school districts reporting school-age child care programs for the 1984-85 school year and (2) a summary of services provided by school districts. Relevant Florida statutes on use of school buildings, leasing of school facilities, community education, school transportation, and child care facilities are reviewed in the appendix. (DST)

ED 262 905 PS 015 420

*Forge, Karen L. S.; Phemister, Sherri*

Effect of Prosocial Cartoons on Preschool Children.

PUB DATE- 82
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Animation; *Cartoons; Comparative Analysis; *Modeling (Psychology); *Preschool Children; Preschool Education; *Prosocial Behavior; *Television Viewing; Videotape Recordings

If live-model prosocial programs such as "Sesame Street" and "Mister Rogers' Neighborhood" can facilitate favorable behavior in preschoolers, as was shown by Rushton (1982), then it seems reasonable to suggest that cartoons might have a similar positive impact. This study sought to determine whether viewing a prosocial cartoon would be as effective as viewing a live-model prosocial program in inducing prosocial behavior in preschool children. A total of 40 preschool-aged boys and girls were shown one of four 15-minute videotapes, including (1) a prosocial cartoon with the theme of making new friends; (2) a neutral cartoon about entering a motorcycle race; (3) a prosocial live-model focusing on friendship; and (4) a neutral live-model showing the feeding of whales and dolphin. Subjects were subsequently observed during 30 minutes of free play and their action was scored for frequency of prosocial behavior. As predicted, viewing a prosocial cartoon was as effective as a live-model prosocial program in eliciting positive behaviors. Children in both prosocial viewing conditions demonstrated more prosocial behavior than did those in both neutral viewing conditions. This finding suggests that increased prosocial cartoon programming would have a positive influence on preschool children's behavior. (Author/RH)

*Ramirez, Arnulfo G.*
Dimensions of Communicative Proficiency.
PUB DATE- Oct 84
NOTE- 10p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); Intercultural Communication; *Language Proficiency; *Language Tests; Linguistic Theory; Literature Reviews; Second Language Instruction; *Student Evaluation; Teaching Methods; *Testing Problems; Test Reliability; Test Validity

Communicative competence is often characterized as an integrated control of language reflected in the speaker's ability to understand and use language appropriately for communication in various situations. The theoretical basis for the communicative competence construct is the anthropological, sociolinguistc, and pragmatic view of language. Communicative competence can be characterized as various systems of knowledge and skills. Some see it as grammatical, sociolinguistic, discourse, and strategic competence; others see it as a combination of roles, settings, topics, functions, notions, and language activities. Measurement of communicative proficiency faces many problems, some related to the vagueness of the concept or trait to be measured. Measurement problems are compounded by the fact that the usual measurement of communicative competence is based on global rating scale approaches, while linguistic competence is generally measured by a discrete item method. The presumed difference between measured linguistic and communicative competence may actually reflect a difference in measurement techniques. Sone of the challenges in constructing communicative competence tests are the resolution of the reliablity/validity tension in language testing; the accuracy/fluency distinction; questions of content; and the test-taking event itself, which may be affected by a number of extralinguistic factors. (MSE)

*Fisiak, Jacek, Ed.*
Papers and Studies in Contrastive Linguistics, Volume Nine.
**Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Arlington, Va.**
PUB DATE- 79
NOTE- 195p.; For other issues of this journal, see FL 015 248-256.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Adjectives; Classification; *Contrastive Linguistics; *English; French; German; Language Research; Language Styles; Lexicography; *Polish; Pragmatics; Second Language Instruction; Semantics; Sentence Structure; *Structural Analysis (Linguistics); Suprasegmentals; *Syntax; Verbs

This issue of the journal includes these papers on contrastive linguistics: "Tag Questions, Transformational Grammar and Pragmatics" (Wolfram Bublitz); "Toward Contrasting Styles" (Karol Janicki); "Some More Remarks on the Pedagogical Uses of Contrastive Studies" (Waldemar Marton); "Stress in Polish--With Some Comparisons to English Stress" (James L. Fidelholtz); "Some Remarks on the Stability of Lexical Stress in Polish and English" (Grzegorz Dogil); "Lexical Entries for Verbs in a Contrastive Lexicon English-German" (Hans Ulrich Boas); "Focus Constructions--Cleft Sentences in English and Their Counterparts in Polish" (Aleksandra Mieszek); "Some Aspects of Typology of Relative Clauses in English and Polish" (Elzbieta Muskat-Tabakowska); "How Factive are SEE, HEAR and FEEL and their Polish Counterparts" (Barbara Kryk); "Lexical Realization of Benefactive and Beneficiary in Polish and English" (Henry Niedzielski); "A Contrastive Semantic Analysis of Colour Adjectives in Polish and English" (Stanislaw Duczmal); and "French-English Contrastive Linguistics at the Universite Catholique de Louvain" (J. van Roey). (MSE)

ED 262 601 FL 015 268

*Roen, Duane H.; Haseltine, Patricia*

Revising Expository Prose from the Perspective of Text Linguists: A Second Analysis and Assessment.

SPONS. AGENCY- Maryland Univ., College Park, Graduate School.
PUB DATE- 85
NOTE- 21p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cohesion (Written Composition); *Connected Discourse; *Expository Writing; High School Students; History Textbooks; *Recall (Psychology); *Revision (Written Composition); Schemata (Cognition); *Textbook Preparation; Vocabulary
IDENTIFIERS- Conjunctions; *Referents (Linguistics)

A study investigating the effects of "text linguists'" revisions on the comprehensibility of expository prose had as subjects 92 high school juniors who read original and revised versions of two passages from a high school history textbook. The revisions included changes regarding the given-new contract, schemata, reference, lexical cohesion, and cohesive conjunctions. The dependent measure consisted of the number of propositions included in the subjects' written free recall samples. Results indicated significant main effects for both topic (Cold War and Vietnam War) and version (original and revision), with subjects recalling the revised version and the Vietnam passages best. There was also a significant topic by version interaction, with the percentage of total propositions recalled greatest for the revised Vietnam passages. The results suggest that whole-discourse revisions should receive greater empirical and theoretical attention. (Author/MSE)

ED 262 615 FL 015 284

Berber Dialects. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

PUB DATE- Nov 85

NOTE- 48p.

CONTRACT- 1735-507041

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Berber Languages; Content Analysis; *Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

IDENTIFIERS- Africa (North)

The materials status report for the Berber languages, minority languages spoken in northern Africa, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of the Berber language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 643 FL 015 319

*DeNoon, Diane Struewe*
Teaching Geography to First-Year Students: Lesson Plans Using More Than Maps.
PUB DATE- 85
NOTE- 6p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Instruction; *Class Activities; *Classroom Techniques; *Geography; Instructional Materials; *Introductory Courses; Lesson Plans; *Second Language Instruction

A unit designed to provide more exposure to geography in the foreign language classroom has as its objective to make geography more real to the students, and it assumes little fore-knowledge of the target country. The activities outlined are to be used for five to twenty minutes in daily classes over an extended period of time, about four weeks, to allow for assimilation of the information and for classroom practice. All of the materials are either teacher-made or available in the school library. Eleven activities are to be prepared before beginning the unit. These include a dittoed outline of the country and surrounding area with no names or labels; an overhead projection outline map; an overhead projection of the printed names of the map's countries and capitals; an outline of only the target country, with geographic symbols that are numbered only, and a list of feature names to be matched to the symbol numbers; a country outline map with state boundaries and capitals, for overhead projection; one or two picture slides of geographic features; an English-language filmstrip about the geography; a geographical jeopardy game; a jigsaw puzzle map; a review study sheet; and a geography exam. A master plan with 20 lesson suggestions and suggested timing accompanies these activities and materials. (MSE)

ED 262 767 IR 011 845

*Paul, Sandra K.; Kranberg, Susan*

The Future of the Book. Part III. New Technologies in Book Distribution: The United States Experience. Studies on Books and Reading No. 18.

**Library of Congress, Washington, DC. Center for the Book.; SKP Associates, Washington, DC.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).**

PUB DATE- 84
NOTE- 37p.; For a related document, see ED 234 348.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Automation; *Books; Computers; Data Processing; *Futures (of Society); Information Systems; Man Machine Systems; *Marketing; Online Systems; Organizational Change; *Publishing Industry; *Technological Advancement; *Technological Literacy

The third report from a comprehensive Unesco study, this document traces the history of the application of computer-based technology to the book distribution process in the United States and indicates functional areas currently showing the effects of using this technology. Ways in which computer use is altering book distribution management activities are examined, including ordering, order processing, delivery, payment processing, and warehouse functions. Following a brief introduction, the first section discusses the general use of computer technology, changes in book distribution procedures, and the context and methodology of the report. Section II describes the activities of individuals, companies, and organizations whose efforts have brought about technological change in book distribution in the United States. Section III analyzes the various component steps in the distribution chain and the organizations involved in them; areas are highlighted which have already experienced change due to technological advances and areas where such changes can confidently be predicted to occur in the near future. The final section outlines the various types of organizations which participate in the introduction of new technologies to the distribution process, identifies individuals in key leadership roles, and suggests emerging trends for the future. (JB)

IFLA General Conference, 1985. Division on Libraries Serving the General Public. Section on School Libraries. Papers.
**International Federation of Library Associations, The Hague (Netherlands).**
PUB DATE- Aug 85
NOTE- 35p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Developing Nations; *Elementary Secondary Education; Foreign Countries; Higher Education; International Organizations; *Library Administration; Library Associations; Library Services; Program Descriptions; *School Libraries; *Teacher Education; Teacher Education Programs
IDENTIFIERS- *Kenya

This document contains two papers on school libraries which were presented at the 1985 International Federation of Library Associations (IFLA) conference. In "Teachers, Information and School Libraries," Noelene Hall (Australia) discusses the activities of an international working group set up by IFLA in 1984 to develop guidelines for the integration of school libraries in curricula. Guidelines were developed by exploring how the "effective" school library provides opportunities for pupils to develop information handling skills; links learning and resources for learning by focusing on the processes and content oriented toward learning how to learn; and supports and influences a dynamic educational program within the school by responding to the information needs of teachers. Appendices include a list of the working group members and the four modules that make up a proposed course. In "Effective Management and Use of Secondary School Libraries," Birgit Dankert (West Germany) reports on a workshop for Kenian secondary school teachers which was held in Nairobi in April 1985. The paper outlines the situation of school librarianship in Kenya as of that time. (THC)

ED 262 557 FL 015 025

*Fantini, Alvino E., Ed.; And Others*
Cross-Cultural Orientation. A Guide for Leaders and Educators. International Exchange Series. Pre-Publication Edition.
**Experiment in International Living, Brattleboro, VT.**
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 84
NOTE- 367p.; A product of the Project of the President's International Youth Exchange Initiative. For related documents, see FL 015 024 and FL 015 026.
GRANT- 1A-21000-19-G
AVAILABLE FROM- Experiment Press, Kipling Road, Brattleboro, VT 05301 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Guides; Adolescents; *Class Activities; Course Descriptions; *Cross Cultural Training; *Cultural Education; Experiential Learning; Group Dynamics; Leadership Qualities; Lesson Plans; Orientation Materials; Secondary Education; Second Language Instruction; *Staff Orientation; *Study Abroad; *Teacher Orientation; Teaching Guides

Materials designed to accompany an orientation program for teachers and group leaders preparing to take a group of teenage students abroad are divided into two sections dealing with content and process. The first section on the content of orientation covers the following topics: pre-departure preparation and a sample language-culture lesson for adaptation to the target language and culture; a model for group orientation concerning expectations, program and trip information, host country information, a cross-cultural simulation, cultural awareness and skills, community exploration, and cultural adjustment; in-country orientation; and re-entry adjustment and perspective-taking. The second section on the orientation process discusses approaches to experience as education; considerations for persons in the leadership role; leading discussions; and guidelines for working with groups, such as guiding discussion, understanding group tasks and roles, giving and receiving feedback, and counseling needs. Appended materials include field guides distributed to group members concerning language and culture and social and political processes in the United States, a supplementary list of references, and music for a 16th-century canon entitled "Dona Nobis Pacem". (MSE)

Saudi Arabic Arabic. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

PUB DATE- Nov 85
NOTE- 39p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Arabic; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Arabic (Saudi)

The materials status report for Saudi Arabic is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 685 HE 018 756

Reauthorization of the Higher Education Act, 1985. Joint Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, and the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Ninety-Ninth Congress, First Session (Burlington, Vermont, February 14-15, 1985). Part 1.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.**

REPORT NO.- Senate-Hrg-99-63-Pt-1
PUB DATE- Feb 85
NOTE- 241p.; Some pages have small print.
AVAILABLE FROM- Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgets; College Students; Educational Finance; *Federal Aid; *Federal Legislation; *Government School Relationship; Hearings; *Higher Education; Policy Formation; *Public Policy; *Student Financial Aid
IDENTIFIERS- Congress 99th; *Higher Education Act 1980; Reagan Administration; Reauthorization Legislation; Vermont Higher Education Council

Joint hearings of the U.S. Senate and House of Representatives on reauthorization on the Higher Education Act are presented. The hearings, which were held in Vermont, focus on recommendations of the Vermont Higher Education Council. Also considered is the Reagan Administration's fiscal 1986 budget proposals, which would cut $2.3 billion from the higher education budget, and would reduce federal financial aid for college students. The Vermont proposal is against block grants, loan caps that do not recognize a family with more than one child in college at once, and total financial aid caps that put most private colleges and several public colleges out of reach of low income students. It is suggested that Congress should consider how the current act can be adapted to meet at least four major trends of the 1980s and 1990s: demography (i.e., fewer 18-24 year olds); technology (i.e., the need for new skills and a humanistic environment); international trends (i.e, developing cultural awareness and language skills); and financial problems. The testimony covers the various titles of the act, including: student financial aid, college libraries, international education, teacher corps and teacher training programs, academic facilities, and cooperative education. (SW)

ED 262 699 HE 018 777

*Patterson, Barbara C.*
Third World Students and United States Educational Institutions.

PUB DATE- Nov 81
NOTE- 27p.; Paper presented at the Science Technology and Development Conference of the Association for the Advancement of Policy, Research, and Development in the Third World (Washington, DC, November 1981).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *College Students; *Developing Nations; Educational Benefits; Education Work Relationship; Foreign Countries; *Foreign Students; Higher Education; *International Relations; Student Development; Student Needs; *Study Abroad
IDENTIFIERS- *Third World; *United States

Individual and societal outcomes that result from study in the United States by students from developing countries are considered, and recommendations concerning study in the United States are offered for Third World countries and U.S. institutions. Attention is directed to effects on the individual, the host institution and the United States, the home society, and intersocietal and international relations. In addition to improving language skills of students from non-English-speaking countries, individual student benefits include: an American education may provide graduates opportunities for influential positions in their home countries; the student may expand their views concerning social institutions and values; and the student makes contacts and learns to use resources that are helpful in professional activities. It is recommended that Third World countries analyze more seriously the impact of an American education on their students' attitudes, values, and interests. Third World officials should also establish ongoing dialogue with U.S. college curricula planners and student personnel workers. U.S. institutions should make greater efforts to involve Third World alumni in the support of scholarship programs, emergency loan funds, and other approaches to meet Third World students' needs. (SW)

ED 262 712 HE 018 790

Basic Student Charges at Institutions of Higher Education, 1984-85.

**Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.**

PUB DATE- 85
NOTE- 30p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Church Related Colleges; *College Housing; Community Colleges; *Fees; Higher Education; In State Students; *On Campus Students; Private Colleges; Professional Education; State Colleges; *Tuition; *Undergraduate Students
IDENTIFIERS- *College Costs; *Pennsylvania

Data on tuition and required fees and room and board charges at Pennsylvania colleges and universities for 1984-1985 and previous years are presented. Tables provide the following information: average in-state undergraduate tuition and required fees by institutional category, 1975-1985; average combined room and board charges by institutional category, 1975-1985; average tuition and required fees by institutional category by program level, 1984-1985; undergraduate and graduate tuition and required fees for 1984-1985; first-professional tuition and required fees by field of study, 1984-1985; and room and board charges at specific campuses, 1984-1985. The data indicate that: average in-state undergraduate tuition and required fees ranged from $977 at the community colleges to $6,162 at the private state-aided institutions; average in-state undergraduate tuition and required fees increased 8.8 percent at private institutions over the 1983-1984 charges; average combined room and board charges ranged from $1,834 at the state universities to $2,898 at the private state-aided institutions; while tuition and fees did not increase at theological seminaries, these institutions had a 9.1 percent increase in average combined room and board charges over the 1983-1984 level. (SW)

# Zero Income Basic Grant Applicants. Phase II Report.

**Applied Management Sciences, Inc., Silver Spring, Md.**

SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.

PUB DATE- 29 Sep 79
NOTE- 54p.; For related documents, see HE 018 812-826.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Disclosure; Economically Disadvantaged; Eligibility; Error Patterns; *Financial Aid Applicants; Grants; Higher Education; *Low Income Groups; *Student Financial Aid; *Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants

The nature and extent of corrections made to their records by zero/low income applicants to the Basic Educational Opportunity Grant (BEOG) program was investigated. Behaviors of zero/low income applicants and the total pool of applicants were also compared. It was found that zero/low income applicants and all applicants who were rejected displayed similar patterns of behavior in receiving comments and making corrections to their applications. The edit process prior to selection for validation appears to work well, resulting in valid applications for more than 90 percent of the cases selected for validation, across key data fields and typologies. Compared to other applicants, the zero-income applicants tended to be more accurate in reporting all fields except adjusted gross income and family size. Low income applicants were more likely to submit corrections than other applicants, but less likely to have these corrections result in significant changes to the eligibility indexes than other applicants. While the proportions of the applicants who meet zero/low income profiles and/or are rejected are quite small, these applicants appear to have difficulty in accurate reporting. A very small proportion may be deliberate misreporting, but most seem to have misunderstood the requirements of the BEOG application. (Author/SW)

ED 262 753 IR 011 831

*Sherwood, Robert D.*
Models of Computer Use in School Settings. Technical Report Series, Report No. 84.2.2.
**George Peabody Coll. for Teachers, Nashville, TN. Learning Technology Center.**

PUB DATE- 84
NOTE- 38p.; To appear as a chapter in "Computers in Education from Literacy to Applications," by C. Kinzer, R. Sherwood, and J. Bransford. Holt, Rinehart & Winston, 1985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; Computer Simulation; Drills (Practice); Instructional Innovation; Man Machine Systems; *Microcomputers; *Models; Problem Solving; Programed Tutoring; Programing; *Skill Development; Teaching Methods
IDENTIFIERS- *Computer Uses in Education

Designed to focus on student learning and to illustrate techniques that might be used with computers to facilitate that process, this paper discusses five types of computer use in educational settings: (1) learning ABOUT computers; (2) learning WITH computers; (3) learning FROM computers; (4) learning ABOUT THINKING with computers; and (5) MANAGING learning with computers. Within each section, the method is first discussed in general, then specific examples of software that could be used with each method are described. At the end of each section, three questions are posed and answered that address reasons why the utilization would be useful to students, when the utilization should be considered, and what kinds of skills it would provide. Specific reference is made to such topics as computer literacy, computer literacy courses, development of programming skills, drill and practice software, tutorial programs, simulation software, computer games, writing and problem solving tools, administrative uses for computers, and communication between computers in a school or with machines at other locations. A list of references completes the document. (JB)

ED 262 781 IR 051 291

*Parker, S.*

Planning the Education and Training Programme for 1984-1985 against the Background of Past Experience.

**United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.**

REPORT NO.- PGI-82/WS/11; PGI/E-T-V/3
PUB DATE- 8 Sep 82
NOTE- 55p.; Paper presented at a Session of the Ad Hoc Committee on Education and Training Policy and Programme (5th, Paris, France, October 4-6, 1982).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Educational Planning; Foreign Countries; *Information Scientists; Information Services; Information Systems; Information Utilization; International Cooperation; International Educational Exchange; *International Organizations; International Programs; Program Descriptions; *Scientific and Technical Information
IDENTIFIERS- *Resource Sharing

In preparing this paper, which was designed to serve as a basis for discussion at the fifth session of the Ad Hoc Committee on Education and Training Policy and Programme, a consultant surveyed and analyzed the activities carried out since the committee's fourth session in 1980 as well as those to be carried out during the remainder of the 1981-83 budgetary period, considered future needs, and proposed activities to be implemented in 1984-1985. The paper begins with a general review of the main principles and objectives established for the program at the previous session and then analyzes the activities financed in 1981 and 1982 in relation to objectives assigned for that period. Points from this analysis are then reviewed in relation to future objectives of the committee and the Intergovernmental Council. Among the possibilities suggested for discussion and potential future action are: greater program concentration, either geographically or in terms of actitivies; successful concentration of resources to achieve greater impact; carefully planned linkage of specific international, regional, and national activities; the inclusion of libraries and archives in the program, and possible areas in which common instruction of members of different branches of the information profession are desirable; important audiences to reach; and possible ways of lending assistance in the local production of materials. An appendix outlines activities financed during 1981 and 1982. (THC)

ED 262 824 IR 051 338

*Friderichsen, Blanche*
Sources for Selecting School Library Resource Materials.
**Alberta Dept. of Education, Edmonton. Media and Technology Branch.**
PUB DATE- Sep 85

NOTE- 35p.; For related documents, see ED 258 553 and IR 051 334.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Filmographies; Foreign Countries; *Information Sources; *Instructional Materials; Learning Resources Centers; *Library Collection Development; *Library Materials; Nonprint Media; Resource Materials; *School Libraries
IDENTIFIERS- *Alberta; *Selection Tools

A Department of Education publication on an integrated program for Alberta school libraries, this document recommends the use of specific material selection sources designed to aid schools in developing their library collections. Materials are listed in the following sections: (1) Sources for Selecting School Library Resource Materials; (2) Microform Catalogs; (3) Additional Listings of Selection Aids; and (4) Aids to Facilitate Ordering Books. Within each section, entries include title, author, publisher, publication date, price, and an annotation. Symbols indicate the appropriate educational level (elementary schools and/or secondary schools), and whether the item is new or a revised edition. Publishers' addresses are listed at the end of the booklet. (THC)

ED 262 838 JC 850 548

*Cowperthwaite, Gordon*

Educating the Imagination.

PUB DATE- 81
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; Community Colleges; Courses; Creative Development; Curriculum Development; *Holistic Approach; Literature Reviews; Program Descriptions; *Program Effectiveness; Program Evaluation; *Self Actualization; Two Year Colleges; Values Clarification
IDENTIFIERS- *Sinclair Community College OH

At Sinclair Community College (SCC) in Dayton, Ohio, a series of holistic education courses, called Education for Work/Life Actualization, was designed to offer students new skills for the development of self-esteem, empathy, creativity, intuition, centeredness, clarity of values, communication, nutrition, and preventative self-help health care. These courses were developed around several basic tenets of holistic education, including: (1) human potential is unlimited; (2) the function of education is the self-actualization of the individual; (3) enhanced self-awareness is critical to achieving potential; and (4) in a stressful, rapid change society, stability and health should be nurtured. Education for Work/Life Actualization is divided into a series of one-credit, experiential and interactive modules: Life/Career Focusing I and II, Pathways to Creative Power, Creating Your Own Health and Well-Being, Creating Rewarding Relationships, and Creating Your Own Actualization. This description of the Education for Work/Life Actualization includes an extensive review of the literature on holistic education, as well as information on the rationale for and development of the course sequence at SCC, the courses, and the methods and findings of a study conducted at the college to determine what effect the holistic education courses had upon adult students. Numerous tables illustrate the research data. (EJV)

ED 262 906 PS 015 438

*Radin, Norma; Goldsmith, Rena*

Effects of Unemployment on Fathering.

SPONS. AGENCY- Michigan Univ., Ann Arbor. School of Social Work.
PUB DATE- 22 Apr 85
NOTE- 25p.; This project was also supported by a grant from the Division of Research Development and Administration, University of Michigan.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attribution Theory; *Child Rearing; Early Childhood Education; *Fathers; Intervention; Kindergarten Children; Mental Health; Parent Attitudes; *Parent Child Relationship; *Parent Role; Preschool Children; *Unemployment; Working Class

This study focuses on the impact of various aspects of work, especially unemployment, on the amount and quality of paternal involvement with preschool or kindergarten children and examines how attributions about the cause of unemployment might influence father-child interaction. Findings indicate that children of employed families obtain significantly higher Peabody Picture Vocabulary percentile scores than children of unemployed fathers. Of 20 children retained in kindergarten, 25 percent were from homes with jobless fathers. Indications were found that blue-collar men who have been unemployed for some time play a larger role in childrearing than employed men in the same social class. Further, the fathers appeared to like the experience, even those experiencing conflicts with the youngsters. All the mothers and all the fathers attributed their family's difficulty to external conditions, not to the men's poor attitudes, lack of effort in finding a job, or poor job performance. In contrast, data from the Great Depression suggest that difficulties in family relations often ensued from the wife's belief that it was her husband's fault that he was unemployed. There was no such indication of blame in this sample. Tentative suggestions for mental health interventions are discussed. (RH)

ED 262 921 PS 015 473

*Burk, Jill Bridget; Lawton, Joseph T.*
Effects of Advance Organizer Instruction on Preschool Children's Social Problem-Solving Skills.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; Classroom Observation Techniques; Classroom Research; *Preschool Children; Preschool Education; Pretests Posttests; *Problem Solving; *Prosocial Behavior; *Training
IDENTIFIERS- Ausubel (David P)

The extent to which advance organizer instruction about social behavior could affect preschool children's social problem-solving abilities was investigated. The study followed a pretest, training, posttest, and delayed posttest format and included periods of observation of children's spontaneous social behaviors before, immediately following, and five weeks after instruction. An experimental group was formed of 20 preschoolers in a university's preschool lab, and a comparison group was formed of 20 children attending a community day care facility. Observers recorded the occurrence, sequence, and duration of single and simultaneous social interactions and vocalizations during free-play and snack-time situations at both schools. Target behaviors included cooperating, helping, sharing, taking turns, verbally resolving conflicts, and showing awareness of the feelings of others. Findings indicated that preschool children receiving advance organizer instruction on social problem solving strategies showed increased understanding of social problem solving processes and maintained improved understanding over time compared to the control group. The only behavior that seemed to be affected by advance organizer instruction was that of showing awareness of the feelings of others. The frequencies or durations of most spontaneous prosocial interactions in preschool classrooms seems not to have been directly affected by advance organizer instruction. (RH)

ED 262 934 RC 015 496

*Beiswenger, James N. Ed.; Jeanotte, Holly, Ed.*
Medicine Women.
**North Dakota Univ., Grand Forks. School of Medicine.**
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 85
NOTE- 126p.; Photographs may not reproduce clearly.
GRANT- G008302832
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - General (020) Historical Materials (060)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indians; Biographies; *Coping; Females; Higher Education; Legends; *Medical Education; Medical Schools; Medical Students; Nurses; *Personal Narratives; Physicians; Pregnant Students; Racial Bias; Sex Bias; *Sex Stereotypes; Social Support Groups; Values; *Womens Education
IDENTIFIERS- *Indians into Medicine

Described as a survival manual for Indian women in medicine, this collected work contains diverse pieces offering inspiration and practical advice for Indian women pursuing or considering careers in medicine. Introductory material includes two legends symbolizing the Medicine or Spirit Woman's role in Indian culture and an overview of Indians Into Medicine (INMED) including the participation of women in the program. Chapter 2 reviews the role of Indian women in history, emphasizing their heritage of equal status and leadership in tribal governments. In Chapter 3 Lois Steele, M.D., writes a personal narrative about the pros and cons of medical school and work as a physician. Chapter 4 presents short biographies of Susan La Flesche-Picotte and Lillie Rosa Minoka Hill, the first American Indian women physicians in the United States. Chapter 5-8 discuss stereotypes that affect Indian women pursuing professional careers, experiences of individuals who have succeeded in medical school, and child rearing concerns of Indian parents leading non-traditional lives. Chapter 9 presents spiritual advice contributed by INMED board member Constance Jackson, and chapter 10 summarizes the accomplishments of several Indian nurses. The final chapter suggests various ways to cope with the stresses of medical school, including discrimination against minorities and women. (JHZ)

Thai. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 145p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Thai; *Uncommonly Taught Languages; Written Language

The materials status report for Thai is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 672 HE 017 159

*Boyan, Douglas R., Ed.; And Others*
Open Doors: 1982/83. Report on International Educational Exchange.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-125-6
PUB DATE- 84
NOTE- 191p.; Some tables may not reproduce well due to small print.
AVAILABLE FROM- Institute of International Education, Communications Division, 809 United Nations Plaza, New York, NY 10017 ($22.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Background; *Enrollment Trends; Foreign Countries; *Foreign Students; *Geographic Distribution; Higher Education; Intensive Language Courses; *International Educational Exchange; Majors (Students); National Surveys; Private Colleges; Questionnaires; State Colleges; *Student Characteristics; *Study Abroad; Two Year Colleges

Results of the 1982-1983 census of foreign students in the United States are presented. In addition to an overview of foreign study in the United States and other countries, data are provided on students' nationality, academic characteristics, personal characteristics, distribution by state, distribution in two- and four-year institutions, and in public and private institutions, institutions with the most foreign students, expenditures for living costs, intensive English language programs, and study abroad programs. Appendices provide information on: foreign student enrollments by institution and state for 1981-1982 and 1982-1983; foreign students detailed nationality data by region (i.e., extrapolated count, base numbers, percentage distribution, and percentage change); detailed field of study categories; codes for countries by continent and subregion; states within U.S. regions; foreign student enrollments in intensive English language programs by program and location; the number of U.S. college-sponsored study abroad programs, 1981-1982, by region/country as well as by number of students by sex and field of study; the number of foreign students in the 45 leading host countries, 1978; and characteristics of countries of origin. Information on data collection procedures and sources of data is included, along with a questionnaire. (SW)

ED 262 740 HE 018 833

Standard Current Descriptions of State and Federal Student Financial Assistance Programs for Use by Postsecondary Institutions in Complying with Part 53 of the Regulations of the Commissioner of Education.

**New York State Education Dept., Albany.**

PUB DATE- Apr 85

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Students; Educational Opportunities; *Federal Aid; Fellowships; *Financial Aid Applicants; Grants; Higher Education; Professional Education; Scholarships; *State Aid; *Student Financial Aid; *Student Loan Programs; Tuition; Veterans; Work Study Programs

IDENTIFIERS- *New York

Descriptions of federal and New York State student financial aid programs are provided that may be used in preparing catalogs or bulletins. Information is included on application procedures; method of selection of recipients and allocation of awards; award schedule; and responsibilities of recipients. The state-administered programs include the following: Tuition Assistance Program, Supplemental Tuition Assistance Program, Aid for Part-Time Study, Vietnam Veterans Tuition Awards, Regents College Scholarships, Regents Professional Education in Nursing Scholarships, Regents Scholarships in Cornell University, Student Aid to Native Americans, Regents Physician Shortage Scholarships, Herbert H. Lehman Graduate Fellowships, Regents Awards for Children of Deceased or Disabled Veterans, Regents Awards for Children of Deceased Police Officers and Firefighters, Guaranteed Student Loan Program, Parent Loans for Undergraduate Students, Auxiliary Loans to Assist Students, Higher Education Opportunity Program, and the Educational Opportunity Program. The federal programs include the following: Pell (Basic) Grants, Supplemental Educational Opportunity Grants, National Direct Student Loan Program, College Work-Study Program, and Veterans Administration Educational Benefits. (SW)

ED 262 795 IR 051 306

IFLA General Conference, 1985. Papers on Bibliographic Control.
**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 76p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographies; *Cataloging; Foreign Countries; Government Publications; *International Cooperation; *International Organizations; Library Associations; Library Cooperation; Library Services; *National Libraries; Program Descriptions; *Union Catalogs
IDENTIFIERS- Retrospective Conversion (Library Catalogs); United Nations; Universal Availability of Publications

Papers on bibliographic control which were presented at the 1985 conference of the International Federation of Library Associations (IFLA) include: (1) "Retrospective Bibliographic Control: A Program of Action for UAP (Universal Availability of Publications)" (Marcelle Beaudiquez, Bibliotheque Nationale, France); (2) "The National Union Catalog Program" (Mary Sauer Price, Library of Congress, United States); (3) "Bibliographic Control of Intergovernmental Publications. User Survey: An Introductory Expose" (Sylvie Jacque, Office of Legal Affairs, United Nations, New York); (4) "Bibliographical Control of European Community Publications" (E. Gaskell, Head of the European Commission Library, Belgium); and (5) "The Bibliographic Control of United Nations Documents and Publications" (Nathalie Dusoulier, Dag Hammarskjold Library, United Nations, New York). (THC)

ED 262 851 JC 850 574

*Witter, William C.*

Santa Fe Community College. The President's Annual Report, 1984-1985.

**Santa Fe Community Coll., NM.**
PUB DATE- 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Instruction; *College Planning; Community Colleges; Educational Facilities; Educational Objectives; *Institutional Characteristics; School Community Relationship; Student Personnel Services; Two Year Colleges; Two Year College Students

Focusing on Santa Fe Community College's (SFCC's) second year of operation, this report provides information on the mission, purposes, and governance of the college, as well as an overview of the year's major accomplishments and a look at future directions. Section I briefly reviews second-year developments and accomplishments, including a variety of institutional self-study, evaluation, and planning activities. Section II considers the mission and purposes of SFCC, enumerating the guiding principles for the college, its major overall goals, its general education policy, and specific second-year institutional goals. In section III, aspects of institutional governance are addressed, including the SFCC board, administrative structure, and college councils and committees. Section IV provides information showing the major accomplishments during 1984-85 in the areas of instruction, student profile, community services, student services, finance, administrative services, affirmative action, physical plant, community relations, and the SFCC Foundation. Included in this section are tables providing data on courses offered, student enrollment and characteristics, program costs, and revenues and expenditures. Section V, which offers information on institutional planning and evaluation, discusses accreditation, the planning environment, planning assumptions, major long- and short-range goals, and institutional objectives for 1985-86. (MPH)

ED 262 864 PS 015 345

*Simner, Marvin L.*
An Evaluation of a New Printing Instrument to Aid in Identifying the Failure-prone Preschool Child.
PUB DATE- Jul 85
NOTE- 22p.; Paper presented at the International Symposium on the Neural and Motor Aspects of Handwriting (2nd, Hong Kong, July, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Diagnostic Tests; Early Childhood Education; Foreign Countries; Grade 1; *Handwriting; Intervention; Kindergarten Children; Longitudinal Studies; *Predictor Variables; *Preschool Children; *School Readiness Tests; Test Reliability; *Writing Skills
IDENTIFIERS- Ontario (London); *Printing Performance School Readiness Test

Involving 619 preschool children, a longitudinal investigation evaluated a new test for identifying preschool children who produce an excessive number of form errors in printing. All children participating were fluent in English and were in the appropriate grades for their ages, either pre-kindergarten or kindergarten, when they were given the Printing Performance School Readiness Test (PPSRT). Follow-up data were collected for 1 to 3 years. Two independent sets of measures were employed as criteria for subsequent academic achievement: indicators of children's classroom performance and scores on several standardized instruments administered in pre-kindergarten, kindergarten, or first grade. Results show that the PPSRT can be reliably scored, that it generates performance at the preschool level which remains quite stable over a fairly long period of time, and that this preschool performance is closely tied to later achievement in each of the major areas of the elementary school curriculum. Additional findings indicate that whether or not form errors occur depends to a considerable extent on the nature of the printing task itself. Form errors may result not from perceptual/motor difficulties, but may be due to the combined effects of momentary lapses in attention to detail and lack of familiarity with letters and numbers, two characteristics linked to poor performance in school. (RH)

ED 262 877 PS 015 378

*Dreeben, Robert*
The Social Organization of Mathematics and Reading Instruction.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *Class Organization; Classroom Environment; Curriculum Development; *Diagnostic Teaching; Grouping (Instructional Purposes); *Mathematics Instruction; Primary Education; *Reading Instruction; School Districts; *Teacher Response
IDENTIFIERS- Instructional Format

This paper raises a series of questions about the nature of classroom instruction, in general, and about mathematics and reading instruction in the lower elementary school grades, in particular. It focuses on such aspects of the social organization of instruction as (1) the diversity of student populations, (2) the motivating force behind instruction, and (3) the social arrangements through which the on-going monitoring of student work transpires. Overall, the perspective on instruction is based on teachers' commitments to cover the curriculum that the central administration has put in place. The teacher's immediate task is seen to consist of the establishment of forms of instructional organization suitable for conveying the curriculum. The forms of instructional organization are thought of as being responsive to the amount and kinds of student diversity in classes and to what teachers regard as workable arrangements and workable instructional techniques. The workability of arrangements and of techniques is considered to be tied to the activities of monitoring student progress in an on-going fashion to determine when students should move ahead. Reading and mathematics, it is noted, differ in this respect and the difference is related to the fact that monitoring transpires primarily through a written medium in mathematics and an oral medium in reading. (RH)

ED 262 892 PS 015 399

*Blumenthal, Janet B.*

Mother-Child Interaction and Child Cognitive Development in Low-Income Black Children: A Longitudinal Study.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Mothers; Child Rearing; *Cognitive Development; Family Influence; Grandparents; *Infants; Intelligence Differences; Longitudinal Studies; Low Income Groups; *Parent Child Relationship; Parent Education; *Parent Influence; Predictor Variables; Rejection (Psychology); Self Esteem; *Toddlers; Videotape Recordings
IDENTIFIERS- *Developmental Patterns; First Born

Sixty-two socioculturally homogeneous, low-income black mother/child pairs were tested and observed when the infants were 2, 6, 12, 18, 24, 30, and 36 months of age to determine the relationship between variability in parenting attitudes, skills, and behaviors and consequent variability in children's intellectual development. As expected, the children varied enormously in their 36-month cognitive test performance. Results confirm findings of other longitudinal studies showing that mother/child interaction in the early years is related to the child's intellectual development by age 3 years, especially responsiveness and sensitivity in the first 18 months, followed by skilled maternal verbal interaction and a generally non-hostile maternal approach from 18 to 36 months. Some psychological antecedents of mothers' interaction behavior were identified, such as the mother's self-esteem and her recall of her own mother's parenting style, especially rejection and control. Relationships, while apparently robust within the group, were susceptible to change. The project from which the sample was drawn was a parent education project that was very successful in enhancing mothers' interaction with their children. Program effects overrode initial differences in self-esteem and other related attitude variables for mothers participating in the program. (RH)

ED 262 573 FL 015 235

*Straight, H. Stephen*
Communicative Proficiency Through Comprehension.
PUB DATE- Oct 84
NOTE- 26p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); Curriculum Design; *Educational Objectives; Intercultural Communication; Language Processing; *Language Proficiency; Linguistic Theory; *Listening Comprehension; Models; *Reading Comprehension; Receptive Language; *Second Language Instruction; Teaching Methods

Communicative proficiency, defined as native-like ability to use the language as a medium of two-way communication, is most effectively and efficiently achieved through instruction emphasizing development of listening and reading comprehension skills, and virtually excluding training in production. The comprehension approach avoids the teaching of explicit linguistic knowledge, and recreates the supportive and relaxed atmosphere of the native language acquirer, focusing solely on the development of comprehension skills. Traditional language classroom practices are replaced by a highly permissive acceptance of any output. The success of this approach has been linked to the teacher's ability to devise instructional materials that are interesting and appropriate to the learner. Full productive language ability then develops as an automatic by-product of the development of fluent comprehension processes through exposure to high-quality input that is presented in comprehensible contexts. The success of the comprehension approach is explained by a theory of language processing which makes a clear separation among the components of language ability while emphasizing the ways in which these components interact in the ongoing comprehension, production, and acquisition of language. (MSE)

ED 262 587 FL 015 251

*Fisiak, Jacek, Ed.*
Papers and Studies in Contrastive Linguistics, Volume Ten.
**Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Arlington, Va.**
PUB DATE- 79
NOTE- 142p.; For other issues of this journal, see FL 015 248-256.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Communicative Competence (Languages); Comparative Analysis; *Contrastive Linguistics; *English; Finnish; Interlanguage; Language Research; Language Variation; *Phonology; *Polish; Pragmatics; Sociolinguistics; *Structural Analysis (Linguistics); Suprasegmentals; Verbs

This issue of the journal includes these papers on contrastive linguistics: "A Question of Imperatives" (Tom Wachtel); "Contrastive Sociolinguistics--Some Methodological Considerations" (Karol Janicki); "How to Describe Phonological Variation" (Thomas Herok, Livia Tonelli); "Towards a Contrastive Pragmalinguistics" (Philip Riley); "The Perception and Imitation of Aspiration by Polish Speakers" (Danuta Wolfram-Romanowska); "Some Aspects of the So-Called Verbal Deletion in English and Polish" (Malgorzata Gorna); "The Transfer of Communicative Competence" (Carl James); "Equivalence in Phonology: The Case of Finnish Stops vs. English Stops" (Kari Suomi); "Towards a Pedagogical Contrastive Phonology" (Wieslaw Awedyk); and "Contrastive Studies and Interlanguage" (Janusz Arabski). (MSE)

ED 262 602 FL 015 269

*Heath, Robert W.*

Teaching Information Sequence in Scientific Writing to Primary ESL Pupils in Singapore.

PUB DATE- 26 Apr 85
NOTE- 17p.; Paper presented at a regional seminar of the SEAMEO Regional Language Centre (20th, Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cohesion (Written Composition); *Connected Discourse; Elementary Education; *English (Second Language); *Expository Writing; Foreign Countries; *Logical Thinking; Teaching Methods; Writing Instruction

While teaching mechanical aspects of writing in English as a second language (ESL) to ten- and eleven-year-olds has been found to be relatively simple, the most difficult thing to teach, and the first to break down when guidance is removed, is logical information sequencing. Without guidance, most children will produce random sentences, but when provided with appropriate techniques and some assistance, they can plan the sequence of information to be written. Most teachers of ESL are trained in creative writing, not in expository writing or written discourse analysis; consequently, they are underprepared for teaching this kind of information presentation. Three methods for teaching information organization have had some success: (1) brainstorming followed by reorganization of ideas; (2) a study of reading passages leading to parallel writing; and (3) constructing matrices for discourse organization. Preparing students in these ways for writing tasks can be enjoyable and can prevent frustrating revision of unsatisfactory writing. Instructional plans and materials should include more information-based functional writing and fewer narrative topics, more reading for information analysis, more parallel writing activities, and more information transfer activities, such as matrices, as the basis of writing activities. (MSE)

Amharic. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 78p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Amharic; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Geographic Distribution; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Ethiopia

The materials status report for Amharic, the dominant language of Ethiopia, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Amharic, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 644 FL 015 320

*Spinelli, Emily*
Increasing the Functional Culture Content of the Foreign Language Class.
PUB DATE- 85
NOTE- 9p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Course Content; *Cultural Awareness; *Cultural Education; Curriculum Development; Daily Living Skills; Grammar; *Second Language Instruction; Vocabulary Development

An important category of culture to include in second language curriculum is functional culture, defined as the elements of surface and deep culture as well as civilization that must be learned to function while traveling, living, studying, or working in a foreign culture. Elements of functional culture include acting appropriately in everyday situations, using appropriate common gestures, and performing tasks that are necessary for day-to-day living. This content is most effectively taught in combination with grammar or vocabulary rather than with the usual reading. While performing communicative exercises and activities designed to teach new vocabulary or grammatical patterns, the student can simultaneously learn to function in a given situation within the target culture. The following types of sample exercises and class activities which combine grammar or vocabulary and functional culture are outlined: the teaching of numbers in conjunction with currency or telling time; situational exercises combined with theme vocabulary relating to such topics as food, travel, geography, or shopping; grammatical structure, such as if-clauses and reading an airline schedule; comparison of adjectives and geography; and verb tenses and various cultural points. An example of a situational exercise adapted as a test item is included. (MSE)

ED 262 713 HE 018 791

The College Cost Book, 1985-86. Sixth Edition.
**College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.**
REPORT NO.- ISBN-0-87447-210-5
PUB DATE- 85
NOTE- 317p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 $(10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- *Eligibility; Family Income; *Federal Aid; Higher Education; *Money Management; *Need Analysis (Student Financial Aid); Noninstructional Student Costs; Parent Financial Contribution; Private Financial Support; School Surveys; State Aid; *Student Costs; *Student Financial Aid; Student Loan Programs; Tuition
IDENTIFIERS- Bureau of Indian Affairs; *College Costs; College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Pell Grant Program; Reserve Officers Training Corps; Supplemental Educational Opportunity Grants

Expenses at 3,500 schools and colleges are identified, and information is presented on student financial aid, estimating financial need, and managing money. College costs are based on the following: tuition and fees, books and supplies, room and board, personal expenses, and transportation. The following financial aid sources are examined: Pell grants, Supplemental Educational Opportunity Grants, National Direct Study Loans, College Work-Study Program, service academies, Reserve Officer Training Corps, Bureau of Indian Affairs, state government programs, financial aid from the college, Guaranteed Student Loan Program, veterans' education benefits, vocational rehabilitation benefits, and help from private student aid sources. Information is included on the need analysis form and other applications that may need to be completed. Working one's way through college and stretching resources are addressed, along with strategies for cutting costs, including reducing the time involved in earning a degree and prepayment plans. Appended materials include: 1985-1986 student expenses by institution, a glossary, worksheets and tables, information sources about state grant programs and the Guaranteed Student Loan Program, colleges listed alphabetically, and a list of colleges that offer tuition and/or fee waivers and special tuition payment plans. (SW)

ED 262 754 IR 011 832

*Hasselbring, Ted*

Research on the Effectiveness of Computer-Based Instruction: A Review. Technical Report No. 84.1.3.

**George Peabody Coll. for Teachers, Nashville, TN. Learning Technology Center.**
PUB DATE- Jul 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Cost Effectiveness; *Instructional Material Evaluation; Literature Reviews; Meta Analysis; *Microcomputers; Research Methodology; Teaching Methods
IDENTIFIERS- *Instructional Effectiveness

This paper contains summaries of the findings of research and meta analyses conducted on the effectiveness of computer-based instruction (CBI) on student achievement. Eight conclusions, based on the CBI research are then given: (1) when CBI and traditional instruction are compared, students receiving CBI demonstrate equal or better achievement; (2) equal or better achievement using CBI is obtained in less time; (3) the use of CBI improves student attitudes towards the use of computers in learning situations; (4) the positive effect on learning achievement occurs regardless of the type of CBI used, the type of computer system, or the age of the students; (5) teacher interaction proves to be effective in CBI situations; (6) there is little evidence to support the claim that learning to program will result in higher level cognitive skills and capabilities to learn; (7) tutorial and drill modes seem to be more effective for low-ability students than for middle- or high-ability students; and (8) the effect on learning achievement seems to be greatest for pre-college age learners. Research findings are also presented for social development factors and the cost effectiveness of CBI, and a summary statement and 27-item bibliography conclude the document. (JB)

*Morse, Jean A.*
Generating Capital Resources by Using Guided Design.
PUB DATE- 20 Oct 84
NOTE- 13p.; Paper presented at the Annual Conference of the International Society for Individualized Instruction (Atlanta, GA, October 20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Psychology; Educational Strategies; Higher Education; *Instructional Development; Instructional Improvement; *Microcomputers; Preservice Teacher Education; Problem Solving; *Resource Units; *Teacher Response; Teaching Methods
IDENTIFIERS- Computer Uses in Education; *Guided Design

Focusing on the impact on the instructor of the experience of preparing and using guided design modules, this conference paper highlights some of the positive outcomes of this instructional approach; the presentation of an educational psychology course module via an Apple IIe microcomputer is used as an illustration of the process. It is argued that developing guided design modules requires an analysis of the content of a course to determine critical information, and that this provides the instructor with a valuable learning experience in determining what will be most useful to the student. In addition, the nature of the instruction will require the teacher to identify the most significant and pertinent information and resources in the topic area, and engaging in that analytical activity is likely to lead to an increased perspective of the field. A microcomputer application of guided design for basic concepts related to the adult learner is then presented (with sample screens), and suggestions for its implementation are given. Concluding remarks speculate that students are likely to transfer the problem-solving skills they learn in guided design to other life experiences, thus adding to a teacher's feeling of accomplishment. (JB)

ED 262 810 IR 051 321

IFLA General Conference, 1985. Division on Libraries Serving the General Public. Round Table on Library Service to Ethnic and Linguistic Minorities. Papers. the General Public. Round Table on Library Service to Ethnic and Linguistic Minorities. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 153p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ethnic Groups; Foreign Countries; *Foreign Language Books; *Library Acquisition; Library Associations; Library Cooperation; Library Education; Library Networks; Library Services; Limited English Speaking; *Minority Groups; Older Adults; Program Descriptions; *Public Libraries

Papers on library services to ethnic and linguistic minorities which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "On Serving the Older Polyglot: The Role of the Public Libraries in the United States" (Sylva N. Manoogian, United States); (2) "Minority Language Selection and Acquisition in an American Public Library" (Patrick M. Valentine, United States); (3) "Co-Operative Networking in Metropolitan Toronto (Regional Multilanguage Department)" (Genia Lorentowicz, Canada); (4) "Library and Information Needs of Vietnamese Students at an Australian College of Technical and Further Education" (Sabina Robertson, Australia); (5) "Nordic Cooperation on Selecting Books for Immigrants" (Jes Petersen, Denmark); (6) "Library Services to Turkish Minorities in Europe" (Tulin Saglamtunc, Turkey); (7) "Caring for All: Report on the Work of the Round Table on Library Service to Ethnic and Linguistic Minorities 1983-1985" (Michael Foster, United Kingdom); and (8) "Working in a Multi-Cultural Society: Education and Training for Librarians and Information Scientists" (Judith Bowen, Pat Hiley, and Ed Walley, United Kingdom). The final paper is a compilation of the annual reports of the sections and round tables that belong to the IFLA Division on Libraries Serving the General Public. (THC)

*Momeni, Mahvash K.*
Adaptations of DDC in the Middle East. Occasional Papers Number 170.
**Illinois Univ., Urbana. Graduate School of Library and Information Science.**
PUB DATE- Sep 85
NOTE- 44p.
AVAILABLE FROM- University of Illinois, Graduate School of Library and Information Science, Publications Office, 249 Armory Bldg., 505 E. Armory Street, Champaign, IL 61820 ($3.00 plus $.50 postage and handling, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Comparative Analysis; Cross Cultural Studies; Cultural Context; *Cultural Influences; Foreign Countries; Second Languages; *Sociocultural Patterns; Subject Index Terms; *Translation
IDENTIFIERS- *Dewey Decimal Classification; *Middle East

This study analyzes the sociocultural factors that affect translations of the Dewey Decimal Classification system (DDC) from English into four other languages, i.e., Arabic, Farsi, Hindi, and Turkish. The study was performed in three stages: each entry in each translation was compared with the edition of DDC on which it was based; each class of each translation (except classes 000 Generalities, 500 Pure Sciences, and 600 Technology) was compared and analyzed with its respective English DDC edition; and the adaptations in each class of all four translations of DDC and their English DDC editions were compared and analyzed. Specific attention was paid to the religion of Islam and its effect on the adaptations not only in class 200 Religion, but also in classes 300 Social Sciences, 700 The Arts, and 900 History and Geography. The study also includes a review of the impact of adaptation in the various translations on the edition of DDC that followed these translations. The study demonstrated that: (1) sociocultural factors--e.g., religion, language, customs, and history--are the cause of most of the adaptations; (2) the same concepts were often adapted by all of these translations, but the methods of adaptations and the notations used were not always compatible; and (3) although the DDC options or provisions for local emphasis are useful, they are not always the most suitable and are often ignored by the translators. The study also provides guidelines and instructions for standardization of future foreign language editions of DDC. (Author/THC)

ED 262 558 FL 015 026

*Fantini, Alvino E., Ed.; And Others*

Getting the Whole Picture. A Student's Field Guide to Language Acquisition and Culture Exploration. International Exchange Series. Pre-Publication Edition.

**Experiment in International Living, Brattleboro, VT.**

SPONS. AGENCY- United States Information Agency, Washington, D. C.

PUB DATE- 84

NOTE- 257p.; A product of the Project of the President's International Youth Exchange Initiative. For related documents, see FL 015 024-025.

GRANT- 1A-21000-19-G

AVAILABLE FROM- Experiment Press, Kipling Road, Brattleboro, VT 05301 (individual copy, $9.00, quantity price, $6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adjustment (to Environment); Communication Skills; *Cross Cultural Training; Cultural Education; Culture Contact; Family Life; *Intercultural Communication; *International Educational Exchange; Interpersonal Communication; Listening Skills; Orientation Materials; Photographs; Second Language Learning; Student Exchange Programs; *Study Abroad

A set of cultural awareness exercises is presented for students participating in an international exchange program. The guide includes four sections: pre-departure preparation, group orientation materials, an in-country guide to cultural observation, and a re-entry guide. The first section includes discussion of expectations, cultural values, taking information about one's own family, learning about the target country and language, and the role of skills and attitudes in the exchange process. The second section on group orientation covers awareness of one's own and the target culture, helpful skills, and adaptation to a new culture. The third section, intended for use on the trip abroad, suggests activities on cultural observation, living with a host family, exploring the community, and cultural adaptation and self-awareness. The fourth section, a re-entry guide, contains exercises for evaluating change in oneself, re-adjusting to the home culture, and taking an international perspective on the experience abroad. Appended materials include a field guide to language and cultural awareness and a field guide concerning social and political processes of the United States. (MSE)

ED 262 630 FL 015 305

Kurdish. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 52p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; *Kurdish; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Kurdish is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instruct- ional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

Hindi. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 191p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; *Hindi; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Hindi is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 686 HE 018 757

Reauthorization of the Higher Education Act, 1985. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate. Ninety-Ninth Congress, First Session (Hartford, Connecticut, March 29, 1985). Part 2.

**Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.**

REPORT NO.- Senate-Hrg-99-63-Pt-2

PUB DATE- 29 Mar 85

NOTE- 87p.

AVAILABLE FROM- Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Budgets; College Bound Students; *College Students; Educational Finance; *Federal Aid; *Federal Legislation; Financial Problems; Government School Relationship; Hearings; *Higher Education; Policy Formation; *Public Policy; Retrenchment; *Student Financial Aid

IDENTIFIERS- Congress 99th; *Higher Education Act 1980; Reauthorization Legislation

Hearings on reauthorization of the Higher Education Act, 1985, are presented. The hearings, which were held in Connecticut, include the views of eight college students and five university presidents on the Reagan Administration's proposals. President Reagan's fiscal year 1986 budget proposal would cut $2.2 billion from student financial programs. It is suggested that the proposed ceiling of $4,000 of federal aid to individual students would strike hardest at those who are neediest and those who wish to attend private institutions. The $4,000 ceiling would reduce the awards for 430,000 students, half of whose families have incomes below $12,000. The ceiling along with ending eligibility for students from families with adjusted gross incomes over $32,000 will force students to transfer to less expensive colleges, to drop out of college, or not to enter college. The administration's proposal will cause a shift of many new applicants from private to public colleges, which will increase costs to taxpayers, and will result in crowding at public institutions. In effect, the administration's proposals would mean that about 2 million students would no longer be eligible for aid. In Connecticut, 24,000 students, nearly a third of those now receiving loans, would lose them. (SW)

ED 262 700 HE 018 778

*Connotillo, Barbara Cahn, Ed.; Chasan, Gail A., Ed.*
Summer Learning Options U.S.A. A Guide for Foreign Nationals.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-122-1
PUB DATE- 83
NOTE- 140p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Courses; Eligibility; Foreign Nationals; *Foreign Students; Housing; Institutes (Training Programs); *Minicourses; Organizations (Groups); *Postsecondary Education; Professional Associations; Program Costs; Program Descriptions; Specialization; Student Financial Aid; *Study Abroad; *Summer Programs; Technical Institutes; Workshops

Information is provided on U.S. summer learning offerings, such as courses, institutes, and workshops, that are open to foreign nationals but about which information is hard to find. While many of the courses and programs are strictly academic, others provide a cultural orientation to the United States, and some mix academic or vocational training with recreation. Questionnaires were sent to about 2,600 professional associations, 2,900 colleges and universities, and 600 trade and technical schools. The programs are divided into 15 fields of study, as well as subfields. For each program, information is provided on: the program title, the sponsor, location, subject matter, dates and/or duration of the program, methods of instruction, credits offered, services for foreign nationals, enrollments, eligibility, costs, scholarships, type of housing offered, and contact person. An introductory section covers: U.S. government regulations affecting foreign nationals, arrival and travel in the United States, housing and hospitality, and costs and scholarships. Also provided is information on U.S. service organizations that provide housing, study programs, counseling, information services, and publications. A six-page annotated bibliography and sponsor and state indexes are included. (SW)

ED 262 727 HE 018 814

1976-77 Internal Revenue Service Comparison Study. Final Report.
**Applied Management Sciences, Inc., Silver Spring, Md.**
SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 16 Aug 79
NOTE- 219p.; For related documents, see HE 018 812-826. Some tables may not reproduce well.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Comparative Analysis; Dependents; *Disclosure; Eligibility; *Financial Aid Applicants; Grants; Higher Education; *Income; Low Income Groups; *Student Financial Aid; Student Records; Taxes
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud; *Internal Revenue Service

Application forms for the Basic Educational Opportunity Grant (BEOG) program for 1976-1977 were compared to 1975 tax forms filed with the Internal Revenue Service (IRS). Comparisons were also made to data from a similar 1974-1975 study. Based on a sample of 212,263 applicants, findings include the following: during 1976-1977, 70.7 percent of all regular applicants in the sample reported adjusted gross incomes that were within $50 of IRS-reported data; low income applicants were less accurate in reporting income to the BEOG program than higher income applicants; household size were accurately reported by 89.9 percent of applicants; eligible applicants were at least three times more likely to underreport their incomes to the BEOG program by more than $5,000 than were ineligible applicants; almost 70 percent of all regular applicants' IRS-based Student Eligibility Indexes (SEIs) were within 50 points of their BEOG SEIs; and 17.7 percent of all very low income applicants (below $1,000) evidenced IRS-based SEIs that were 800 points or more higher than their BEOG SEIs. Information is also provided on: the reporting of negative income, responses to processing edits and corrections, dependent students' income, and the utility of selected validation criteria used in BEOG pre-award validation. (SW)

ED 262 782 IR 051 292

*Trask, Margaret*
School Library Development: Unesco Workshop on Training Courses for Teachers and Teacher Librarians. South Pacific Region. Contribution to the Development of Information Infrastructures.
**United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.**
REPORT NO.- FMR/PGI/82/125; TR-RP/1981-1983/5/10-1/03
PUB DATE- 9 Jul 82
NOTE- 49p.; Proceedings of a Unesco Workshop (Suva, Fiji, October 5-16, 1981). For a related document, see ED 247 938.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Distance Education; Guidelines; Higher Education; Instructional Materials; International Programs; *Library Education; Library Instruction; *Library Personnel; Library Services; *Program Development; *School Libraries; *Teacher Education; Teacher Education Programs; Workshops
IDENTIFIERS- New Guinea; Pacific Region; Resource Sharing; UNESCO; *University of the South Pacific (Fiji)

As part of the Unesco School Library Development Project in the South Pacific, a selected group of librarians and a coordinator of extension studies from the region met with Unesco consultants to design and develop a general course or courses for teachers and teacher librarians on the design, production, use, and organization of learning materials. A consultant initially briefed the group on the Unesco project, and then addressed what the participants saw as their most important need--advice on the present Certificate in Librarianship Programme offered by the University of the Pacific (Fiji) through its extension services. Working discussions were held each day followed by preparation of documentation for further discussion; interviews were held with relevant individuals; an assessment was made of existing courses and related resources for the University of the South Pacific library education program; and course proposals were presented, discussed, refined, and endorsed by the Working Group. Recommendations by the consultants were also discussed and adopted. The many issues discussed were concerned with three major areas: book production and reading, existing library services, and available resources and outside aid. In addition to a description of the workshop proceedings, this report includes course proposals, recommendations, and guidelines for the development of library education in the South Pacific region. Appendices include a description of the present program for the University of the South Pacific certificate and details of proposed revisions, as well as lists of workshop participants, working discussion sessions, persons interviewed, and materials consulted during the workshop. (THC)

ED 262 796 IR 051 307

IFLA General Conference, 1985. Division of Bibliographic Control. Sections on Bibliography, Cataloging, and Classification. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 127p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Artificial Intelligence; *Cataloging; *Classification; Databases; Foreign Countries; Indexing; Information Science; International Organizations; Library Associations; *Library Automation; Library Cooperation; Library Services; *Online Systems; Program Descriptions; Subject Index Terms

IDENTIFIERS- *Online Catalogs

Papers on cataloging and classification which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "Online Cataloging at the Bibliotheque Nationale (Francoise Finelli and Serge Salomon, France); (2) "Development of National Press Repertoire in the Condition of Multinational State: Its Trends and Peculiarities--on the USSR's Example" (N. P. Igumnova, USSR); (3) "Implementing Changes in Cataloging Rules" (Michael Gorman, United States); (4) "Project ESSCAPE--Expert Systems for Simple Choice of Access Points for Entries: Applications of Artificial Intelligence in Cataloging" (R. Hjerppe, B. Olander, and K. Marklund, Sweden); (5) "Classification in the USA" (Robert P. Holley, United States); (6) "Dewey Decimal Classification Online Project: Integration of a Library Schedule and Index into the Subject Searching Capabilities of an Online Catalog" (Karen Markey and Anh Demeyer, United States); (7) "Subject Indexing in France: Tools and Projects" (Suzanne Jouguelet, France); and (8) "Classification in Online Systems: Research and the North American Perspective" (Nancy J. Williamson, Canada). (THC)

ED 262 839 JC 850 556

*Romano, Richard M.*

What Is the Economic Pay-Off to a Community College Degree? Working Paper Series, No. 3-85.

**Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.**

PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; Community Colleges; Economic Factors; *Economic Opportunities; *Economic Research; *Educational Benefits; *Outcomes of Education; *Research Methodology; Two Year Colleges

Three different analytical approaches to assessing the economic return to be derived from the two-year college degree are examined in this paper. Introductory comments discuss the conditions that gave rise to interest in assessing the economic pay-off of both two- and four-year college degrees. Next, the paper analyzes the economic costs and benefits of beginning work after high school, earning a two-year college degree, and obtaining a four-year college degree, using and explaining the following approaches: (1) constructing an age earnings profile based on census data to trace the path of a person's lifetime income; (2) calculating lifetime income by determining the worth of future income in terms of present dollar values; and (3) establishing the internal rate of return on the investment in schooling. In the next section, the effects of an individual's willingness to incur risk are incorporated into the value calculations. Finally, brief concluding remarks summarize each analytical method and assert that calculating income alone as a benefit of education underestimates the rate of return to be derived from all forms of education. Graphs, tables, and formulas are included. (MPH)

*Deegan, William L.; And Others*
Renewing the American Community College. The Jossey-Bass Higher Education Series.
REPORT NO.- ISBN-0-87589-664-2
PUB DATE- 85
NOTE- 363p.; Published in cooperation with the ERIC Clearinghouse for Junior Colleges.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($23.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- College Administration; *College Instruction; College Planning; *College Role; *Community Colleges; Educational Cooperation; Educational Finance; Financial Support; *Futures (of Society); Governance; *Leadership; *Program Evaluation; Two Year Colleges; Two Year College Students

A framework for examining the future development of the community college and specific policy and program proposals is provided by the 13 essays in this collection. Part one, "The Community College in Perspective," includes "The Evolution of Two-Year Colleges Through Four Generations," by Dale Tillery and William L. Deegan; and "Determining Missions and Priorities for the Fifth Generation," by K. Patricia Cross. Part two, "Improving Teaching and Learning," contains "The Changing Characteristics of Community College Students," by Jonathan Warren; "Supporting Faculty Leadership for Change," by Chester H. Case; and "Creating Effective Programs for Developmental Education," by Richard A. Donovan. Part three, "Assessing Programs and Services," offers "Revitalizing Student Services," by Jane E. Matson and William L. Deegan; "Reassessing the Commitment to Community Services," by Joseph N. Hankin and Philip A. Fey; and "Establishing Linkages with Other Educational Providers," by Marvin J. Feldman. Part four, "Strengthening Governance, Finance, and Planning," is comprised of "Reforming Governance: Resolving Challenges to Institutional Authority," by Richard L. Alfred and David F. Smydra; "Designing New Structures for State and Local Collaboration," by S. V. Martorana and Eileen Kuhns; "Dealing with New Competition for Public Funds: Guidelines for Financing Community Colleges," by James L. Wattenbarger; "Effective Strategic Planning: Balancing Demands for Quality and Fiscal Realities," by Richard C. Richardson, Jr. and William R. Rhodes; and "The Process of Renewal: An Agenda for Action," by William L. Deegan, Dale Tillery, and Rudy J. Melone. (MPH)

ED 262 865 PS 015 352

*Swick, Kevin J., Ed.; Castle, Kathryn, Ed.*
Acting on What We Know: Guidelines for Developing Effective Programs for Young Children.
**Southern Association on Children Under Six, Little Rock, Ark.**
PUB DATE- 85
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competence; Curriculum Development; *Day Care; *Early Childhood Education; *Educational Quality; Guidelines; Kindergarten; Microcomputers; Multicultural Education; Parent Participation; *Program Development; *Program Effectiveness; Stress Variables; *Teacher Effectiveness; Technological Advancement
IDENTIFIERS- *Developmentally Appropriate Programs; Professionalism

Various components of quality early childhood programs are detailed in the papers contained in this book. In the opening chapter, Mildred Dickerson and Martha Ross assess the current status of child care in the United States. Milly Cowles, in a chapter on curriculum, outlines the essential components of effective early childhood programs. Mac Brown reaffirms the value of play as an important ingredient of programming and identifies characteristics of quality programs. Kevin Swick points out the importance of involving parents in programs for children and suggests ways of increasing parent involvement. Kathryn Castle calls for developmentally appropriate programs which support the natural growth of children and offers recommendations for attaining this type of program. Margaret Puckett addresses the issue of expectations in the early childhood profession and emphasizes the importance of adhering to high standards. In a chapter on teacher competence, Michael Davis and Kevin Swick describe what is known about effective teaching and draw implications for educating teachers of young children. Hakim Rashid offers guidelines for assisting institutions in evaluating their multicultural components and discusses implications for teacher and parent education. Joseph Rotter summarizes the effects of too much stress in children's lives and indicates what can be done to help children cope. Finally, Michael Hanes explores the impact of technological change on the education of young children. (RH)

ED 262 878 PS 015 379

*Barclay, Lisa K.*
Skill Development and Temperament in Kindergarten Children: A Cross-Cultural Study.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; Cross Cultural Studies; Discrimination Learning; Intervention; Perceptual Motor Learning; *Personality; Primary Education; Self Concept; Sensory Training; *Skill Development; Social Development; Success; *Young Children
IDENTIFIERS- Barclay Early Childhood Assessment System; Martin Temperament Assessment Battery; Ohio; Taiwan

This study examines the relationship between temperament characteristics and skill manifestations or deficits in two groups of kindergarten children, one in Ohio and one in Taipei, Taiwan. Its purposes were to determine if such a relationship did exist and, if so, to see if it obtained cross-culturally. Teachers and parents assessed children on the Barclay Early Childhood Assessment System (BECAS) to determine deficits in particular skill areas. Teachers also rated the same children on the Martin Temperament Assessment Battery. Pearson product-moment correlations between the Martin and the BECAS were done separately for the two cultural groups. Additionally, zero-order correlations were done for each variable that had correlated with a target scale at the .05 level of significance or better. Fifty-three percent of the predictors that were significantly related in the American sample were also significant for the Chinese sample. Children with high levels of skill deficits from both cultures were more distractible, less sociable, more emotional, and were more likely to be male. This study suggests that there are close relationships between personality charcteristics and skill deficits in kindergarten children and that these relationships are quite similar across cultures. (Author/DST)

ED 262 893 PS 015 401

*Zuckerman, Michael*
Plus Ca Change: The High-Tech Child in Historical Perspective.
PUB DATE- Oct 85
NOTE- 19p.; Paper presented at the Please Touch Museum Symposium (Philadelphia, PA, October 25-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Child Psychology; Competition; Early Childhood Education; *Educational Practices; *Individual Development; *Personality Development; *Social History; Stress Variables; *Technological Advancement; Western Civilization

The perennial issues of which historians remind us are issues of pressure - those we experience as adults and those we put on our children. The recurrent ambivalences concern progress. Every generation imagines itself the first to be forced to confront the pellmell pace of modern life. History is nothing if not a study in unintended consequences. And developmental psychology is finally accumulating a sufficient store of longitudinal studies to enable psychologists to come to a comparable skepticism about linear continuity of character. Never forged in accordance with deterministic developmental laws, character is always subject to the vagaries of temperament, interpretation, and the exigencies of the historical and cultural moment. Psychologists, who see subjects predominantly at a single historical moment in a single culture, sometimes overlook such vagaries. Historians cannot do so. One of the best accounts of the persisting anxieties and perplexities of parents across the past few centuries in the West is a book ("Technics and Civilization," by Lewis Mumford) which traces the emergence in the modern West of mechanistic conceptions of nature and of man. It is that mechanization of our ideas of our world and ourselves to which we owe our perennial impasse. Nowhere more than in America, we are believers in the machine. (RH)

ED 262 907 PS 015 443

*Greenberg, Selma*
Educational Environments That Empower.
PUB DATE- 1 Mar 85
NOTE- 21p.; Paper presented at the Conference of the National Association of Independent Schools (Washington, DC, February 28-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) . Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Early Childhood Education; *Educational Practices; Mythology; Play; Sex Bias; *Sex Differences; *Sex Role; Sex Stereotypes; *Socialization; Traditionalism
IDENTIFIERS- *Gender Identity; Psychosocial Development

Since traditionally-raised boys and girls have different pre-school experience, they arrive at school differentially prepared for the educational process. As a group, boys have one set of attitudes, skills, and knowledge; girls another. To empower all children, schools must address the needs of both groups. Typically, schools have attempted to remediate the problems of boys and ignore the problems of girls. This is quite clearly the case in the earliest grades. The early educational environment, therefore, needs reshaping and refocusing if all children are to be well educated across the curriculum spectrum. Children who have dependable and flexible impulse control, who are experienced across a whole array of skills, abilities and knowledge, who can enjoy indoor and outdoor activity, enjoy intimate as well as large group activity, children with a robust sense of self and a growing sense of future possibilities, are powerful children! Early childhood environments that make this happen are early childhood environments that empower. (RH)

ED 262 922 PS 015 481

Position Statement on Kindergarten.

**Nebraska State Dept. of Education, Lincoln. Div. of School Assistance & Support.**

PUB DATE- Oct 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Educational History; *Educational Policy; *Kindergarten; Outcomes of Education; Program Content; *State Departments of Education
IDENTIFIERS- *Nebraska

In the summer of 1983, Commissioner Lutjeharms authorized the appointment of a committee to study kindergarten programs in Nebraska schools and to formulate recommendations for needed improvements. The committee, in the course of its work, examined pertinent current professional literature and, with the assistance of Department of Education staff, surveyed the attitudes and practices of public school kindergarten teachers. This position statement on kindergarten by the Nebraska State Board of Education briefly reviews historical changes in kindergarten programs, discusses desirable characteristics of kindergarten programs and important outcomes of kindergarten, and offers recommendations for improving kindergarten programs to the State Department of Education, the Nebraska Council on Teacher Education, approved teacher training institutions, central administration and building level administrators in local school districts, kindergarten teachers, and parents of preschool and kindergarten-age children. (RH)

*Beiswenger, James N.*
Indians into Medicine.
**North Dakota Univ., Grand Forks. School of Medicine.**
SPONS. AGENCY- Indian Health Service (PHS/HSA), Rockville, MD.
PUB DATE- 85
NOTE- 22p.
CONTRACT- ISD000010-06
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Allied Health Occupations Education; *American Indian Education; American Indians; Enrichment Activities; Health Occupations; Higher Education; *Medical Education; Medical Schools; Medical Students; Pamphlets; Premedical Students; *Program Descriptions; Remedial Programs; Secondary Education; Services; *Student Financial Aid; *Student Personnel Services; Summer Programs; *Supplementary Education
IDENTIFIERS- *Indians Into Medicine; University of North Dakota

Located at the University of North Dakota School of Medicine, Indians Into Medicine (INMED) is a multi-faceted program providing academic, financial, and personal support for Indian students preparing for health careers. The program has the following goals: (1) increase awareness and motivation among Indian students with the potential for health careers; (2) enroll students in the proper curriculums; (3) provide support needed for successful academic achievement; (4) develop academic programs to enhance Indian health care; and (5) place Indian health professionals in service to Indian communities. INMED's Summer Institute--for Indian students at junior high and high school, college, and pre-med levels--provides academic enrichment sessions along with field trips, recreation, pow-wows, and Indian awareness workshops. Full-year academic programs are available at any undergraduate or graduate level, and INMED helps students obtain scholarships and other financial aid. Support services include counseling and advisement, a Learning Resource Center, tutorial assistance, a student organization, field work experiences, and seminars on specific Indian health issues. This brochure, prepared for prospective INMED participants, includes addresses and phone numbers for those wishing to apply or obtain further information. (JHZ)

ED 262 588 FL 015 252

*Fisiak, Jacek, Ed.*
Papers and Studies in Contrastive Linguistics, Volume Fourteen.
**Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Arlington, Va.**
PUB DATE- 82
NOTE- 179p.; For other issues of this journal, see FL 015 248-256.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Adjectives; Comparative Analysis; *Contrastive Linguistics; Dutch; *English; German; Grammar; Greek; Interference (Language); Language Research; Learning Theories; Linguistic Theory; *Polish; *Research Methodology; Semantics; Sentence Structure; Slavic Languages; Speech; *Structural Analysis (Linguistics); Verbs
IDENTIFIERS- Monitor Model

This issue of the journal includes these papers on contrastive linguistics: "Violations of Frege's Principle and Their Significance for Contrastive Semantics" (Dafydd Gibbon); "Writing the Contrastive Grammar of English and Dutch. The Treatment of Modal Notions" (Flor Aarts and Herman Wekker); "The Theory and Methodology of Speech Science and Contrastive Analysis" (Jaakko Lehtonen); "Preliminaries to the Study of Comparative Words in English and Polish" (Michael Post); "Definiteness, Presupposition, and Anaphoricity in There-sentences and Adjectival Constructions" (Zenon Jaranowski); "The Categories of Slavic Verbal Aspect in English Grammar" (Midhat Ridjanovic); "Complementation in Mod Greek and English" (A. Kakouriotis); "On Some Subject Clauses in English and Polish" (Roman Kalisz); "The Monitor Model and Contrastive Analysis" (Kara Sajavaara); and "Syntactic Interference German-English" (Bernhard Kettemann). (MSE)

ED 262 645 FL 015 321

*Carr, Tom*
Contemporary Culture: A Model for Teaching a Culture's Heritage.
PUB DATE- 85
NOTE- 14p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cross Cultural Studies; Cultural Background; *Cultural Education; Curriculum Development; Folk Culture; French; Modern History; Popular Culture; *Second Language Instruction; *Western Civilization

Current approaches to teaching culture which have adapted the anthropological model to contemporary life situations can serve as a guide to the organization of traditional civilization course material, from which exercises can be developed. Culture instruction should incorporate a cross-cultural dimension, be authentically contemporary, and be truly comprehensive. These concerns can be adapted for instruction in cultural history, either by using techniques as they are currently used, or by developing relatively new activities. Possible activities include role playing, simulations and reenactments, dialogues among the dead, assimilators (finding culturally appropriate resolutions for a situation in the target culture), and use of films or works of art. Activities and materials that can be used to show how images of the past function in contemporary culture include advertisements, folksongs, and history textbooks. It is important to maintain a balance between current and past culture, sacrificing neither to the other. The examples are taken from French history and civilization classes. (MSE)

ED 262 673 HE 018 163

*Connotillo, Barbara Cahn, Ed.; Johnson, Christine, Ed.*
Specialized Study Options U.S.A. A Guide to Short-Term Programs for Foreign Nationals.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-127-2
PUB DATE- 84
NOTE- 373p.
AVAILABLE FROM- Institute of International Education, Communications Division, 809 United Nations Plaza, New York, NY 10017 ($11.95 U.S.; $16.00 overseas).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Continuing Education; Courses; Eligibility; Foreign Nationals; *Foreign Students; Housing; *International Educational Exchange; *Minicourses; *Noncredit Courses; Organizations (Groups); *Postsecondary Education; Professional Education; Program Costs; Program Descriptions; Specialization; Student Financial Aid; *Study Abroad; Technical Education; Vocational Education

Short-term programs, from technical courses for beginners to executive development programs for professionals, are described that are accessible to or specially designed for foreign nationals. The 875 academic, vocational, and professional programs represent 17 major and 46 minor fields of study. For each program, information is provided on: sponsor's name, program title, subjects and unique program features, beginning or ending dates or duration of sessions and the registration period, location of instruction, methods of instruction, eligibility, cost, availability of scholarships, type of housing offered, application deadlines, contact persons, program numbers, and program highlights. An introduction to the directory covers government regulations, arrival in the United States, travel, the International Student Identity Card, housing and hospitality, and costs and scholarships. Also provided is information on U.S. service organizations that provide housing, study programs, counseling, information services, and publications. A nine-page annotated bibliography and sponsor and state indexes are included. (SW)

ED 262 741 HE 018 834

*Hill, Susan T.*

The Traditionally Black Institutions of Higher Education, 1860 to 1982.

**National Center for Education Statistics (ED), Washington, DC.**

REPORT NO.- NCES-84-308X

PUB DATE- 84

NOTE- 132p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Historical Materials (060) Numerical/Quantitative Data (110)

DESCRIPTORS- Administrators; Associate Degrees; Bachelors Degrees; *Black Colleges; *Black Students; College Buildings; College Faculty; College Libraries; *Degrees (Academic); Doctoral Degrees; *Educational Change; Educational Finance; *Enrollment Trends; Expenditures; Federal Aid; Financial Support; Geographic Regions; Higher Education; Majors (Students); Masters Degrees; Professional Education; Trend Analysis

IDENTIFIERS- *United States (South)

Changes in the traditionally black institutions (TBIs) from 1954 to the early 1980s are summarized, with a focus on the 1970s. A statistical overview of the development of TBIs during 1860-1970 is also provided. Based on federal government surveys, the following topics are covered: growth in enrollment in the 1970s; changes in graduate enrollment; 1982 enrollment profile; region of origin of foreign students; residence and migration of TBI students; degree trends at TBIs since 1954; degrees by level and program of study; race and sex of degree recipients; desegregation in Southern elementary/secondary schools; black enrollment by level in the South; black enrollment in southern TBIs and non-TBIs in 1982; black degree recipients in 1981 in the South; changes in revenues of TBIs from 1971 to 1981; 1981 revenues and expenditures of TBIs; federal funding to TBI institutions and students; TBI administrators and faculty; and physical facilities and libraries. Information on each TBI is provided, including control, highest level, specific religious affiliation; enrollment (total, percent black, percent full-time, and enrollment by level); number of full-time faculty, and number of library volumes. Detailed data on degrees awarded by TBIs are also included, along with descriptions of the sources of the data. (SW)

ED 262 574 FL 015 236

*Light, Richard*
TESOL and Approaches to the Development of Communicative Proficiency.
PUB DATE- Oct 84
NOTE- 18p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Communicative Competence (Languages); Course Organization; Curriculum Design; *English (Second Language); Instructional Materials; *Language Proficiency; Second Language Instruction; *Student Centered Curriculum; *Teaching Methods

Despite the diversity in syllabus design and teaching methodologies for English as a second language, and for second language instruction in general, communicative proficiency is the underlying common goal. Some of the most influential ideas supporting this trend come from the fields of sociolinguistics, second language acquisition, and second language instruction. Communicative language teaching (CLT) has developed along two distinct lines. One is in the area of syllabus design, led by creation of the semantic or functional syllabus. This type of syllabus is characterized by more situational information about language use; classroom use of problem-solving, role-playing, community-based activities, and games; assignment of communicative tasks outside the classroom; formal comments about the style, appropriateness, and attitudes conveyed by utterances; and development of materials addressing the needs of special language-learning groups, such as scientists. The other development is in language teaching methodology, with a central concept that language teaching should be task-oriented. This approach also uses the principles that information transfer is important in CLT exercises, that an information gap exists and must be filled, and that assessment must address the question of whether or not the content has been correctly conveyed. (MSE)

Afghan Persian (Dari). Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 42p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; *Persian; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Afghanistan; *Dari

The materials status report for Dari, the dialect of Persian (Farsi) spoken in Afghanistan, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Dari, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations, each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 617 FL 015 286

Khmer. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 101p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Cambodian; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Official Languages; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Cambodia

The materials status report for Khmer, the majority and official language of Cambodia, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Khmer, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 631 FL 015 306

Burmese. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 83p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Burmese; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Burmese is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instruct- ional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 714 HE 018 792

*Breslin, Janice*

Student Financial Aid in Maryland: Programs, Trends, and Analysis. Postsecondary Education Research Reports.

**Maryland State Board for Higher Education, Annapolis.**

PUB DATE- Aug 85

NOTE- 153p.; Some tables may not reproduce well due to small, light print.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; *Federal Aid; Financial Aid Applicants; Financial Policy; Graduate Students; Grants; Postsecondary Education; Private Colleges; *Private Financial Support; Public Policy; Scholarships; *State Aid; State Colleges; State Surveys; Student Employment; *Student Financial Aid; Student Loan Programs; Two Year Colleges; Undergraduate Students

IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; *Maryland; National Direct Student Loan Program; Parent Loans for Undergraduate Students Program; Pell Grant Program; Supplemental Educational Opportunity Grants

Trends in financial aid to students in Maryland colleges and universities are reported. Attention is directed to the distribution of different types of aid to undergraduate and graduate students, and financial aid awarded by type of institution. Characteristics of recipients of Guaranteed Student Loans, General State Scholarships, and Senatorial Scholarships are identified, along with the income distribution of undergraduate recipients of Pell Grants. Information is also provided on state actions on financial aid during 1982-1985, the history of state financial aid programs since 1970, the proposed federal fiscal year 1986 budget, and the impact of proposed changes. Included are descriptions of seven federal and 16 state student financial aid programs, detailed aid data for 1982-1983 and 1983-1984, and four-year trend data by type of institution, as well as for the University of Maryland, Morgan State University, and St. Mary's College. Among findings are that: in 1983-1984 undergraduate students received the largest amount of aid from loans (42.1 percent), followed by grants (32.7 percent), scholarships (14.9 percent), and employment (10.4 percent); and graduate students received about a third of their aid in 1983-1984 from grants, scholarships, and fellowships (33.8 percent), employment (33.6 percent), and loans (32.6 percent). (SW)

ED 262 728 HE 018 815

Validation of Student and Parent Reported Data on the Basic Grant Application Form. Pre-Award Validation Analysis Study: Phases I and II Report.

**Applied Management Sciences, Inc., Silver Spring, Md.**

SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 1 Mar 79
NOTE- 162p.; For related documents, see HE 018 812-826.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; College Students; *Disclosure; *Eligibility; Error Patterns; *Evaluation Criteria; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; Income; Institutional Characteristics; Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants

A Pre-Award Validation Analysis was conducted in 1978-1979 to provide the federal government information about the accuracy of data provided by applicants for Basic Educational Opportunity Grants. New procedures involved: validation of selected applications by college financial aid officers using documentation such as Federal Income Tax forms; tightening application edits; and establishing a multiple data entry procedure (i.e., applicants use three other application forms). The validation analysis focused on: characteristics of applicants selected and not selected for validation; characteristics of colleges selected by applicants; effectiveness of the validation selection criteria in terms of corrections submitted and impact on eligibility index; and impact of the new and tightened edits introduced in 1978-1979. A total of 96,585 validation applicants and 1,571,261 nonvalidation applicants were evaluated. Most of the analysis focused on characteristics of currently or previously eligible, regular applicants (i.e., those not applying for special consideration of changes in income). About 3 percent of all applicants and 6 percent of the regular eligibles were selected for validation. Appendices provide statistical findings and information on computing the eligibility index when the applicant is rejected. (SW)

ED 262 755 IR 011 833

*Bransford, John D.; And Others*
Teaching Thinking and Problem Solving. Technical Report Series 85.1.2.
**George Peabody Coll. for Teachers, Nashville, TN. Learning Technology Center.**
PUB DATE- 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Critical Thinking; Evaluative Thinking; *Learning Strategies; *Problem Solving; Program Evaluation; Teaching Methods

This discussion of some of the research literature that is relevant to the issue of teaching thinking provides descriptions of hypothetical, ideal thinkers, and problem solvers; considers the problem of teaching thinking and problem solving; and explores the issue of evaluating programs so that they can be revised and improved. Following Bransford and Stein's "The IDEAL Problem Solver" (1984), this discussion elaborates upon five components of thinking that are applicable to a wide variety of situations. These include the ability to: (1)identify problems, (2) define and represent them with precision, (3) explore possible strategies, (4) act on these strategies, and (5) look at their effects. Creativity is introduced as a means of re-defining a problem in such a way as to suggest simpler and more workable strategies, and examples of cognitive solutions to problems are explained. Also included are descriptions of ways to enhance the teaching of thinking and problem solving through the use of educational strategies and the development of conceptual tools. The concluding section contains suggestions for implementing evaluation techniques for thinking skills programs, and the summary emphasizes the importance of student use of various tools for thinking and problem solving so that these can be evaluated and defined. (JB)

*Rosenfeld, Pilar N.*
Investigation of DBMS for Use in a Research Environment. Rand Paper Series 7002.
**Rand Corp., Santa Monica, Calif.**
PUB DATE- Feb 85
NOTE- 108p.; M.S. Thesis, California State University.
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Case Studies; *Computer Software; *Databases; Data Collection; Data Processing; Evaluation Methods; Information Needs; Information Retrieval; *Information Services; Information Storage; *Management Information Systems; Man Machine Systems; Questionnaires; *Social Science Research; User Satisfaction (Information)
IDENTIFIERS- *Database Management Systems; *Rand Corporation

This investigation of the use of database management systems (DBMS) in a research environment used the Rand Corporation as a case study. After a general introduction in section 1, eight sections present the major components of the study. Section 2 contains an overview of DBMS terminology and concepts, followed in section 3 by a general dsecription of a typical research environment and the uses of social science databases. Section 4 describes an existing research institution, the Rand Corporation, as an example. A comparison of the research environment and the business environment is presented in Section 5, together with suggestions as to why DBMS are successful in business but not in research. Section 6 covers the interrelationships between the research environment and DBMS in two ways: (1) the possible DBMS configurations within a research environment are described, and (2) the opinions of Rand computer users on the important DBMS features are presented. An evaluation of commercial DBMS based on the research database management requirements established in previous sections, is presented in section 7. Section 8 is a brief discussion on introducing a DBMS into a research environment, and the final section is a summary of the entire study. A glossary, seven appendices, and a 35-item bibliography complete the document. (JB)

ED 262 811 IR 051 322

IFLA General Conference, 1985. Division of Libraries Serving the General Public. Section on Children's Libraries. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 28p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Childhood Interests; Children; *Childrens Literature; *Developing Nations; Guidelines; *International Cooperation; International Organizations; Library Associations; *Library Cooperation; *Library Services; Program Descriptions; *Public Libraries; State Programs

This document contains two papers on library services for children which were presented at the 1985 International Federation of Library Associations (IFLA) conference. In "Children's Services of Public Libraries in the United States," Selma K. Richardson (United States) discusses goals and guidelines which have been prepared nationally for public library services to children. As an example of the diversity of the extent and quality of these services within each state, the children's services and programs of one state (Illinois) are described. Excerpts from guidelines for children's services prepared by other state associations are included. In "Books? We Don't Have Any. A Report on the IFLA/UNESCO Books for All Co-Action Project," Margaret R. Marshall (United Kingdom) discusses the activities of this project aimed at enabling libraries and organizations in book-needy countries to obtain children's books appropriate to their needs. Samples of letters from various countries requesting aid are given to provide a picture of some of the difficulties. The paper also includes a discussion of the project administration. (THC)

ED 262 826 IR 051 349

*Grimshaw, Suzanne, Comp.; And Others*
CAL INFO. California Agency Libraries and Information Sources. 2nd Edition.
**California State Library, Sacramento.**
PUB DATE- Jun 85
NOTE- 310p.; For the 1979 edition, see ED 172 824.
AVAILABLE FROM- California State Library, Publications Office, P.O. Box 2037, Sacramento, CA 95809 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Information Centers; *Information Services; *Information Sources; Library Collections; *Library Services; Policy; Questionnaires; *Special Libraries; *State Agencies; *State Libraries; State Surveys
IDENTIFIERS- *California

This loose-leaf directory of California state agency libraries and information sources lists names of senior staff, address, telephone number, hours, subject strengths, circulation policies, and services of more than 150 libraries and information centers within the California state government. The information was collected through questionnaires and telephone calls. Directory entries are arranged by agency and then department title. Individual library and information center names, as well as library directors' names, are included in the indexes. Libraries which have ceased operation since the first edition in 1979 are listed at the end. Introductory material on the California State Library includes: a description of the history and mission of the library, a directory of State Library supervising staff; descriptions of the State Library's services; and a list and description of collections and specialized collections of the library. (THC)

ED 262 908 PS 015 444

*Long, Thomas J.*
Advice for Parents of Latchkey Children.
PUB DATE- Jul 85
NOTE- 21p.; Paper presented at the Nova University Ed.D. Program in Early and Middle Childhood Summer Institute (Washington, DC, July 14-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Needs; *Daily Living Skills; *Employed Parents; Guidelines; Parent Child Relationship; *Parent Responsibility; Safety; *Supervision
IDENTIFIERS- *Latchkey Children

Approximately 20 percent of all American children regularly spend some time in self care. Under certain circumstances, leaving children home alone to care for themselves may be an appropriate option for some working parents. Still, such self care is risky business. This paper offers guidance to parents who choose to, or must, leave their children at home alone without adult supervision. Eleven tips for parents are discussed: (1) assess your child's ability to adequately care for himself or herself; (2) consider the quality of your neighborhood; (3) know how your job conditions will affect your ability to leave your child in self care; (4) consider your attitude about leaving your child unattended; (5) provide the child with a reasonable schedule of things to do; (6) work at communicating with your child; (7) define safety rules; (8) prepare for callers; (9) practice routines for dealing with strangers; (10) limit visits by the child's friends; and (11) consider combining self care with other forms of care, such as day care, babysitting, lessons, or afternoons at the local library. Discussion of these maxims points out dangers and ways of avoiding some of them. Emphasis is given to providing the most appropriate kind of care for each individual child. (RH)

ED 262 559 FL 015 116

*MacWhinney, Brian, Ed.*
Child Language Data Exchange System.
**Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.**
PUB DATE- Aug 84
NOTE- 23p.; "Transcript Analysis" is the newsletter of the Child Language Data Exchange System (CHILDES).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Child Language; *Computer Assisted Instruction; Computer Software; *Databases; *Dial Access Information Systems; *Discourse Analysis; *Information Networks; Language Research; Microcomputers; Structural Analysis (Linguistics)
IDENTIFIERS- *Child Language Data Exchange System

The background, rationale, elements, and organization of the newly-formed Child Language Data Exchange System (CHILDES) database containing child language data-transcripts are outlined in this first issue of their newsletter. The system was formed in response to a need for greater efficiency in data sharing, greater precision in data collection and analysis, and increased automation in analysis in child language studies, and consists of computerized corpora of child language. The shape of the database is described, including detailed coding information, analyses that can be performed with the available software, and limitations and problems. Appended is the first article in the second issue: "Archiving Data Sets: Issues and Problems," by Catherine E. Snow, which also provides background on the CHILDES system. (MSE)

ED 262 589 FL 015 253

*Fisiak, Jacek, Ed.*
Papers and Studies in Contrastive Linguistics. Volume Fifteen.
**Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Arlington, Va.**
PUB DATE- 82
NOTE- 190p.; For other issues of this journal, see FL 015 248-256.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Contrastive Linguistics; *English; *Grammar; Language Research; *Phonology; *Polish; Research Methodology; Russian; *Sentence Structure; Speech Acts; Structural Analysis (Linguistics); Tenses (Grammar); Verbs
IDENTIFIERS- Danish

This issue of the journal includes these papers on contrastive linguistics: "Some Problems of YES-NO Answers" (Aleksander Szwedek); "Danish versus Russian. A Short Analysis of the Verb" (Christian Hougaard); "Polish SIE Constructions and Their English Counterparts" (Wojciech Kubinski); "More on the Time Reference and the Analysis of Tense" (Michael Sharwood Smith); "On Performatives" (Zenon Jaranowski); "Problems of Raised Constructions in English and Polish" (Alina Boniewicz); "Subject- and Topic-Prominence in Polish and English" (Wlodzimierz Rybarkiewicz); "Some Remarks on Multiple Negation in English and Polish" (Anna Charezinska); and "The Perception and Imitation of the British English Phonemes--'TH' by Polish Speakers" (Danuta Wolfram-Romanowska). A bibliography of English-Polish contrastive studies in Poland (Barbara Plocinska) is appended. (MSE)

ED 262 660 FL 015 336

Indonesian. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

PUB DATE- Nov 85

NOTE- 191p.

CONTRACT- 1735-507041

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; *Indonesian; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Indonesian is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 701 HE 018 779

*Cohen, Gail A., Ed.; D'Angelo, Diane, Ed.*
Academic Year. U.S. College-Sponsored Programs Abroad. The Learning Traveler, Vol. 1.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
REPORT NO.- ISBN-0-87206-150-7
PUB DATE- 84
NOTE- 234p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Programs; *Foreign Countries; Geographic Regions; Higher Education; Institutional Characteristics; International Educational Exchange; *Program Descriptions; School Location; *Student Exchange Programs; *Study Abroad

A guide to help students select possible study-abroad programs is presented. The programs are sponsored by recognized U.S. colleges and universities during the academic year and offer U.S. academic credit. Most of the programs fall into three basic categories: (1) the program that combines study in a foreign institution with courses arranged for the group; (2) the program fully integrated into a foreign university or other university-level institution; and (3) courses taught by faculty of the sponsoring institution. Entries include the name and address of the sponsoring school and brief information on the following points: year the program was established; program location; dates and/or duration of the program; pre-session orientation locales and procedures; enrollment restrictions; fields of study; academic level; credits awarded; prerequisites; whether students attend regular academic courses at a foreign institution or special courses for foreign students, and/or courses arranged for the group and taught by U.S. and/or foreign faculty; teaching methods; language of instruction; housing; costs; scholarships; work/study opportunities; and program evaluation. (SW)

IFLA General Conference, 1985. Division on Collections and Services. Section on Acquisition and Exchange. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 97p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Foreign Countries; Global Approach; *Government Publications; Higher Education; *International Cooperation; International Organizations; *Library Acquisition; Library Associations; *Library Collection Development; Library Materials; Library Services; Program Descriptions; Research Libraries
IDENTIFIERS- *Library of Congress; *Resource Sharing; Weeding (Library)

Papers on library material acquisition, collection development, and exchange programs, which were presented at the 1985 International Federation of Library Associations (IFLA) conference, include: (1) "International Collaboration among Acquisition Librarians: Obstacles and Opportunities" (Charles Willett, University of Florida Libraries, United States); (2) "The Library of Congress Non-Official Exchanges" (Peter H. Bridge, Library of Congress, United States); (3) "The Library of Congress/U.S. Government Printing Office International Exchange Program" (Bernadine Abbott Hoduski, U.S. Congress Joint Committee on Printing, United States); (4) "De-Acquisition in University Libraries" (Per Morten Bryhn, Royal University Library, Norway); and (5) "Collaborative Collection Development: Progress, Problems, and Potential" (David H. Stam, The New York Public Library, United States). (THC)

Suggestions and Guidelines for Illinois Public Community College System Fiscal Year 1986 Program Review and Evaluation.

**Illinois Community Coll. Board, Springfield.**

PUB DATE- Mar 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Colleges; Educational Assessment; Evaluation Criteria; *Evaluation Methods; *Program Evaluation; *State Standards; Two Year Colleges
IDENTIFIERS- *Illinois

As the Illinois public community college system approaches its 20th anniversary and in the face of a changing economy and shifting public priorities, the establishment of a systematic, collegewide program review and evaluation process that can improve the colleges' overall effectiveness and efficiency in relation to student, community, and state needs has become a necessity. Realizing that the primary usefulness of program review is at the individual college level and that no two colleges are alike, the Illinois Community College Board (ICCB) adopted a revised rule on Program Evaluation and Review, setting minimum standards of complieance and the following requirements: (1) the process established by each college must be systematic and collegewide; (2) all instructional, student, and academic support service programs must be reviewed; (3) the program evaluations must focus on the need for the program, the quality of the program, and the cost of the program; (4) every program must be reviewed at least every 5 years; and (5) each year the college must submit a list of programs to be reviewed and a summary report to the ICCB. At the state level, both the ICCB and the Illinois Board of Higher Education will be involved in the program review and evaluation processes. The ICCB will examine each college's program review schedule, report of review results, and review process. In the context of brief discussions, the report includes lists of indicators for assessing program need, costs, and quality, along with a sample program review and evaluation report format. (EJV)

*McMahon, Olive*
Young Children's Perceptions of the Dimensions of Sound.
**Arkansas Advocates for Children and Families, Little Rock.**
PUB DATE- Jun 84
NOTE- 12p.; Paper presented at the International Research Seminar of the International Society for Music Education Research Commission (10th, Victoria, British Columbia, Canada, June 29 - July 5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Perception; *Discrimination Learning; Early Childhood Education; Foreign Countries; *Kindergarten Children; *Music; *Preschool Children; Verbal Ability; *Vocabulary
IDENTIFIERS- Australia (Queensland); *Pitch (Music)

School children frequently fail to adequately understand terms associated with musical pitch although research shows that even infants with normal hearing can perceptually discriminate fine pitch variations. This study investigated children's perceptions of dimensions of sound by focusing on their choice of musical sounds and relevant verbalization. Subjects were 13 children approximately 5 years of age who attended kindergarten or preschool and were identified by their teachers as having superior verbal skills. Ability to discriminate sounds and to label dimensions that were different were explored by presenting selected melodic percussive instruments, including tubular bells, a xylophone, jingle bell shakers, and beaters. Cognitive ability was assessed with the Enticknap Picture Vocabulary Test and subjects' scores were converted into a "picture age" (PA) and a "picture quotient" (PQ). Correlation coefficients between PA's and PQ's and the raw scores of children verbalizing correctly about perceived differences between paired sounds were not statistically significant. When five children instructed to produce sounds differing in intensity or pitch were retested, their scores on some of the tasks improved significantly. Implications are discussed. (RH)

*Bountrogianni, Marie*

A Cross-Cultural Study of the Development of Children's Similarity Judgements.

PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Bilingualism; *Cognitive Development; *Cognitive Measurement; *Cognitive Processes; Cross Cultural Studies; *Cultural Differences; Cultural Influences; *Logical Thinking; Manipulative Materials; Proverbs
IDENTIFIERS- *Canada; Greek Speaking

To investigate similarity judgements in different cultural contexts, the performance of two groups of children on seven similarity tasks and on two tests of metaphor was compared. The 45 Canadian and 45 Canadian-Greek children (ages 5, 8, and 11) had different cultural and linguistic backgrounds but common schooling experiences. The seven tasks were based on a model of similarity thinking focusing on the child's ability to plan and self-correct across the following seven hierarchically-related and developmentally-determined types of thinking: grouping objects on the basis of similarity relationships between elements; equivalence matching across similarity relationships; joining elements into extended strings in which parts organize similar parts; using rules to organize prior knowledge so that the product begins to order parts; planning with task goals to determine how parts can be organized or structured; using task goals innovatively so as to use rules in different ways at the service of the goals; and using the synergy principle. The Proverbs Test (a verbal metaphor test), the Metaphoric Triads Task (a pictorial metaphor test), and the Ravens Colored Progressive Matrices Test were administered. The results showed that the only significant difference was that the Canadian-Greek children performed better on the verbal metaphorical test, which may mean that these children's exposure to cultural proverbs enhanced their abstract recognition skills. The results are discussed with respect to developmental theory, bilingualism, and cross-cultural generalizability of cognitive constructs. (DST)

ED 262 894 PS 015 408

A Guide for Operating a Homebased Child Development Program.
**Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.**
REPORT NO.- DHHS-OHDS-85-31080
PUB DATE- 85
NOTE- 113p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-092-00096-1, $4.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Surveys; Early Childhood Education; Educational Objectives; *Family Programs; Guidelines; *Home Programs; Home Visits; Needs Assessment; Occupational Information; Program Administration; Program Descriptions; *Program Development; *Program Implementation; Publicity; Record Keeping; Recruitment; Training; *Young Children
IDENTIFIERS- CDA; Child Development Associate; *Project Head Start

This guide for operating the Head Start home-based program option is based on experience gathered in the initial Home Start program and in the decade spanning 1974 through 1984. Its purpose is to offer the tested ideas and procedures gained in those years to organizations wanting to provide home-based child/family development services. The Guide suggests factors that should be considered before deciding to offer home-based services, discusses the major components of a comprehensive program, and offers recommendations concerning the involvement of related community resources and the selection and training of home visitors. Concerning planning and implementation, the six chapters in Part I deal with assessing needs and interests; goals, objectives, and resources; administrative planning; informing the community; recruiting and selecting home visitors; and training. The two chapters in Part II on program operations concern aspects of conducting home visits and, briefly, records and reports. Appended are job descriptions for home visitors and the Child Development Associate Competency Standards, Eligibility Requirements, and Information Collection Requirements for Candidates working in home visitor settings with preschool children and in bilingual programs. (RH)

ED 262 923 RC 015 392

*McCormick, Fred C.; McCormick, Eileen R.*

A Guide on Successful Uses of Technology in Rural Schools: A Project on Uses of Technology in Rural Schools.

**Educational Operations Concepts, Inc., St. Paul, Minn.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 82
NOTE- 85p.
CONTRACT- NIE-Q-81-0183
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Computers; Delivery Systems; Distance Education; Educational Cooperation; *Educational Technology; Elementary Secondary Education; *Program Descriptions; Program Design; *Program Implementation; *Rural Schools; *Small Schools; *Success; Systems Development; Telecommunications

Prepared for rural school teachers and administrators, the guide asserts that problems associated with smallness (costs, range and quality of existing programs, and special services to special populations) can be overcome by utilizing various electronic technologies in rural schools. Following an introductory section, Section 2 discusses the history of technology usage and defines and/or describes current utilization of computers, instructional television, video discs, audio tapes, radio, telecommunications systems, programmed instruction, video tapes, and interactive video. Section 3 summarizes observations by rural school practitioners regarding planning, implementing, and maintaining the utilization of technologies under the topics of board and administrative perspectives, teacher involvement, student acceptance and instructional effectiveness, cost factors, and assistance of agencies beyond the rural school. Section 4 describes, in detail, successful uses of technology with 12 single school/district and 6 multi-district examples, selected because of geographical and technological balance, local education agency support, program longevity, technology utilization in instruction rather than in administration or support services, collaboration/cooperation with rural schools/districts, and amount of information provided. Section 4 also provides a descriptive list, by state (35 represented), of 86 projects which includes project title, grade(s) served, type(s) of technology utilized, and name/address/telephone number of each project contact person. (NEC)

ED 262 936 RC 015 503

Rural Sociology: The Wisconsin Contribution, Current Status and Future Directions. Proceedings of the Anniversary Symposium of the Department of Rural Sociology. (50th, University of Wisconsin, Madison, May 8-9, 1982).

**Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.**

PUB DATE- Dec 83
NOTE- 320p.
AVAILABLE FROM- Department of Rural Sociology, 1450 Linden Dr., Madison, WI 53706.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Faculty; *Departments; Futures (of Society); Higher Education; *Intellectual History; Leaders; Research Needs; *Rural Areas; *Rural Development; Sociology; World Problems
IDENTIFIERS- Commemorative Events; Faculty Publishing; Institutional History; *Rural Sociology; *University of Wisconsin Madison

Papers presented at a symposium commemorating the 50th anniversary of the founding of the Department of Rural Sociology of the University of Wisconsin-Madison are collected in this volume. The first four papers--by Olaf Larson, Edward Moe, Daryl Hobbs, and Robert Gard--discuss the department's history, emphasizing the contributions of outstanding faculty members and the ongoing emphasis on extension, outreach, and research. The subsequent five papers address the current status and future of rural sociology. Don Dillman presents predictions and a recommended agenda for rural sociology research. Harriett Friedman discusses the expanding field of agrarian studies and political economy and its implication for rural sociology as a discipline. Stan Albrecht reviews the status and future of rural sociology from the perspective of a "Rural Sociology" editor. William Flinn reviews the role of rural sociology in international development activities, and Howard Newby gives a European scholar's perspective or rural sociology in the United States. The final section is a 75-page, comprehensive bibliography of publications by faculty and staff of the Department of Rural Sociology. Entries are organized under five headings: books; chapters in books, bulletins, and proceedings; journal articles; bulletins and published reports; and working papers. (JHZ)

ED 262 646 FL 015 322

*Dugan, J. Sanford*

Foreign Languages for Business: Career or Culture?

PUB DATE- 85
NOTE- 6p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Careers; *Cross Cultural Training; *Cultural Education; Economics; *Educational Objectives; Higher Education; *Languages for Special Purposes; Professional Education; Second Language Instruction

Contrary to recent observations about an excessively vocational orientation, programs in foreign languages for business are not limited to narrow career goals. The syllabus design readily accommodates concerns for transmitting culture, examining the civilizing heritage, and leading students to self-understanding. The subject matter is different, but the principles remain the same. For example, the study of the economy of another country, even at a superficial level, necessitates taking into account numerous cultural aspects; a study of current international economic relations requires considering the historical background against which these relations are evolving; the attempt to define, characterize, and understand the way peoples manage their economic resources is as likely to lead to self-understanding as traditional subject matter areas; practical exercises such as writing a job application require students to reflect on their own qualifications as well as prospective employers' background, needs, and cultural setting; analysis of economic trends and public policy enhances understanding of oneself and one's relationship to other cultures. The foreign language for business program, while leading to specific career goals, also transmits culture, reveals a civilizing heritage, and leads to increased individual self-realization. (MSE)

ED 262 674 HE 018 311

*Nelson, Charles A.*
Policy vs. Administration. AGB Pocket Publications No. 15.
**Association of Governing Boards of Universities and Colleges, Washington, D.C.**

PUB DATE- Mar 85
NOTE- 12p.; Document printed in colored ink on colored paper.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($4.50 ea; $3.00 for 10 or more).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *College Administration; College Presidents; *Governing Boards; Higher Education; *Participative Decision Making; *Policy Formation; Private Colleges; School Size; State Colleges; *Trustees

The policy-making and administrative roles of trustees and presidents are distinguished. The level of policy at which trustees should operate is dependent on the college's size and complexity and whether it is public or private. Trustee responsibilities of soliciting funds and selecting a president are acts of implementation in pursuit of a policy. In both cases, trustees not only set the policies to be pursued but also implement the policies. The following recommendations about roles are offered: while trustees have final responsibility for setting and implementing policy, policy-making should be a shared responsibility of trustees, faculty, and the administration; the governing board is responsible for setting the appropriate level of policy at which it will operate; administrators have the primary responsibility for implementing policy; trustees are also responsible for monitoring the execution of policy; in large, complex colleges, a delegation of policy from board to administration is feasible; public institutions differ from private colleges in the extent to which policy constraints are imposed by external bodies; and whenever possible, the board should encourage the president's office to formulate policy statements for board consideration. (SW)

ED 262 687 HE 018 758

*Clark, Burton R.*

The Higher Education System: Academic Organization in Cross-National Perspective.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

REPORT NO.- ISBN-0-520-04841-5
PUB DATE- 83
NOTE- 315p.; Financial support also provided by the Mellon Foundation and the Exxon Education Foundation.
AVAILABLE FROM- University of California Press, Berkeley, CA 94720.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; Bureaucracy; *Comparative Education; *Educational Change; Foreign Countries; Governance; Government School Relationship; *Higher Education; Intellectual Disciplines; Political Influences; *Power Structure; Professional Personnel; School Business Relationship; *School Organization; Social Values; *Values
IDENTIFIERS- Australia; Canada; France; Italy; Japan; Poland; Sweden; United Kingdom; United States; West Germany

Basic elements of the higher education system are considered, along with variations across nations (the United Kingdom, Sweden, Japan, Italy, France, the Federal Republic of Germany, Australia, Canada, the United States, Poland, Yugoslavia, Mexico, and Thailand). Three basic elements of the organization of higher education system are identified: the way work tasks are arranged, primary norms and values, and the distribution of legitimate power throughout the system. Attention is directed to: national support structures for academics; the organization of academic work around knowledge; the division of academic labor by discipline and by sectors/institutional types; the foundations of academic beliefs and disciplinary points of view; integration in higher education through bureaucracy, politics, professions, and the market; and the way in which change occurs, including the contradiction between discipline and system, and the process of differentiation. The efforts of internal interest groups to do their work, protect their functions, and react to pressure are also addressed. It is concluded that the clash of social values in higher education will require considerable adjustments, and the systems most likely to prosper will be those that divide power, support variety, and allow ambiguity. (SW)

ED 262 742 HE 018 835

*Wright, Douglas A.*
Many College Freshmen Take Remedial Courses.
**National Center for Education Statistics (ED), Washington, DC.**
REPORT NO.- NCES-85-211b
PUB DATE- Sep 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Admission Criteria; *College Freshmen; Credit Courses; Educational Diagnosis; *Enrollment Trends; Higher Education; *High Risk Students; Learning Laboratories; Noncredit Courses; Private Colleges; *Program Effectiveness; Program Evaluation; *Remedial Instruction; Remedial Mathematics; Remedial Reading; State Colleges; Tutoring; Two Year Colleges; Writing Instruction

The enrollment of college freshmen in remedial courses was studied by the National Center for Education Statistics through its Fast Response Survey System. Also assessed were types of remedial support services, type of credit and requirement status, program evaluation and retention, and remedial course offerings. In 1983-1984, 25 percent of all college freshmen took one or more courses in remedial mathematics, 21 percent took remedial writing, and 16 percent took remedial reading. At least one course in math, reading, or writing was offered by 82 percent of schools. More offered remedial courses in writing and math than in reading. Overall, public, two-year, and open admission colleges were more likely to offer remedial courses than other colleges. Twenty-seven percent of freshmen enrolled in remedial courses at public colleges, compared to 15 percent at private colleges. At two-year colleges, 28 percent of freshmen enrolled, compared to 19 percent at four-year colleges. Ninety percent of institutions offered remedial support services such as diagnosis, learning assistance labs, tutoring, and counseling. About 70 percent of schools did not award credit for any remedial courses. Most schools offering remedial programs required students not meeting institutional standards to take remedial courses. (SW)

ED 262 783 IR 051 293

Attacks on the Freedom to Learn: A 1984-1985 Report.
**People for the American Way, Washington, DC.**

PUB DATE- 85
NOTE- 35p.
AVAILABLE FROM- People for the American Way, 1424 16th Street NW, Suite 601, Washington, DC 20036 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; *Censorship; *Elementary Secondary Education; *Instructional Material Evaluation; *Instructional Materials; Intellectual Freedom; Moral Issues; Moral Values; *Public Schools

The third annual study of censorship incidents in public schools revealed that during the 1984-85 school year, censors took aim at an array of courses, textbooks, teaching methods and materials, as well as a wide assortment of books, plays, and films. More than 42% of the challenges that were directed at instructional materials resulted in removal or restriction of the material. The study also found that: there was a dramatic increase in censorship activity during the 1984-85 school year; almost one-fourth of censorship incidents reported were initiated by local organized pressure groups aligned with the national Far Right censorship network; almost half of the reported incidents were challenges to public school courses and the curriculum; and complaints in more than one-fourth of the incidents focused on charges of secular humanism or alleged violations of the Hatch Amendment. This document includes brief discussions of: The Censors and Their Targets; Censorship and the Law of the Land; The Attack on Public Education; The Old Standbys; and Secret Censorship. A state-by-state list then provides a sampling of censorship incidents that occurred in 46 out of 50 states during 1984-85. Only those incidents reported to and subsequently documented by People for the American Way are included in this report. The incident, initiator, and resolution of activities are covered in each example. An alphabetical list of challenged materials concludes the report. (THC)

ED 262 853 JC 850 576

Annual Report to the Governor, 1984-1985.

**Arizona State Board of Directors for Community Colleges, Phoenix.**

PUB DATE- 85
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Financial Support; Part Time Faculty; School Districts; School District Spending; State Boards of Education; State Surveys; Student Characteristics; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- *Arizona

This five-part annual report provides information for fiscal year 1984-85 on the Arizona State Board of Directors for Community Colleges; the state's community college districts; college finances and enrollments; and vocational education. Section I presents the Board's statement of philosophy, delineates general expenditures, and indicates the number of teaching certificates issued. Section II contains a directory of Arizona's community colleges, campuses, and skill centers, and fall 1984 personnel information. Financial data, including information on income and expenditures, sources and disposition of funds, current operating expenditures, analysis of state aid income, cost and income factors, state aid to community colleges, and indebtedness and investment, are presented in section III. Section IV provides enrollment data, displaying age, ethnicity, residency, and gender characteristics of full- and part-time students. Section V provides statistics on vocational education by college and program area, describes various vocational education projects, and concludes with a matrix showing all curriculum offerings at each of the community colleges. (EJV)

ED 262 575 FL 015 237

*Ferguson, Henry*
Using Culture to Teach Languages.
PUB DATE- Oct 84
NOTE- 12p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); *Cultural Awareness; *Culture; Educational Strategies; Ethnocentrism; *Intercultural Communication; *Interdisciplinary Approach; *Second Language Instruction; Teaching Methods

Language learning is a form of cultural learning, and cultural learning embraces language learning. The goal of cultural learning is a continuing search for understanding that bridges cultures. Language can be a bridge, a system that constructs reality as it communicates about reality. Education in the U.S. has tended to define culture as American culture, and so has institutionalized ethnocentrism. To change this approach, significant reforms in teaching are needed: (1) language teachers should no longer call their subject foreign, because this practice engenders prejudice; (2) teachers need more substantial training in semantics, kinesics, proxemics, sociology, anthropology, ethnography, and communications theory; (3) literature should be learned as culture rather than as criticism; (4) meaning must be combined with grammar, and function with form; (5) language teaching must take into account that the American university model of knowledge and authority may not correspond to that of other countries; and (6) methods and materials should be more geared to what is current and real in other countries. (MSE)

ED 262 604 FL 015 271

Baluchi. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 26p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Baluchi; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Pakistan

The materials status report for Baluchi, the major regional language in Pakistan, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Baluchi, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 618    FL 015 287

Sinhala. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 64p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Official Languages; Publications; Second Language Instruction; *Singhalese; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Sri Lanka

The materials status report for Sinhala, the majority and official language of Sri Lanka, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Sinhala, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

Gulf Arabic. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 53p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Arabic; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Arabic (Gulf)

The materials status report for Gulf Arabic is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 715 HE 018 793

*Harris, Harold J., Jr.; Anttonen, Ralph G.*

The Importance of Assessing Needs of Male and Female College Freshmen.

PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Freshmen; Females; Higher Education; Institutional Research; Males; *Needs Assessment; Questionnaires; *Sex Differences; State Universities; *Student Adjustment; Student College Relationship; *Student Needs

Incoming students' needs at a medium-sized, state university were assessed using a needs inventory, which was adapted from an instrument used at Pennsylvania State University, SNAPS (Student Needs at Penn State). The random sample of 356 incoming freshmen participating in the 1982 summer orientation program consisted of 135 males and 221 females, or about 25 percent of the new freshmen. Responses to the 70 force choice items of the inventory revealed that: there were major differences between the needs of males and females; females had higher needs in the personal and emotional areas; and students did not agree with staff perception of problems (i.e., drugs, alcohol, and discrimination). Female freshmen expressed higher needs concerning: college adjustment, academic advising, course selection, adequacy of library facilities, and student involvement with campus activities and staff. Both sexes rated as needs the areas of: academic skills needed in the classroom, self-image, physical and mental well-being, financial concerns, and knowledge of campus facilities. (SW)

Corrections Analysis Report: Phase II.
**Applied Management Sciences, Inc., Silver Spring, Md.**
SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 30 Sep 79
NOTE- 145p.; For related documents, see HE 018 812-826. Some pages may not reproduce clearly due to small, broken type.
CONTRACT- 300-76-0354

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; College Students; *Disclosure; *Eligibility; Error Patterns; Evaluation Criteria; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; Income; *Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud

The validity of data provided through rejection edits of students applying for Basic Educational Opportunity Grants (BEOGs) was assessed. The question of whether some edits were associated with applicants' failure to reapply was also considered. The analysis used the 1978-1979 BEOG applicant population. A total of 3,823,008 applicants had applied for BEOGs and 120,005 had been selected for validation. Although rejection comments that were studied varied in effectiveness, they generally identified greater levels of misreporting than were found through validation of a representative sample of applicants. Ninety-seven percent of the applicants who were ever rejected were rejected on their initial application. Applicants rejected for reporting inconsistencies in their assets tended to have the highest rates of reapplying and obtaining an eligibility index. Applicants who were most likely to be rejected reported inconsistencies concerning marital status, income, or household size. These applicants also had low rates of reapplying. With some exceptions, the edits appeared to identify problems and increase data validity. However, some applicant subgroups needed assistance in obtaining an eligibility index after rejection. Appendices provide statistical findings and rejection codes (e.g., income by rejection reason). (SW)

ED 262 756 IR 011 834

*Delclos, Victor R.; And Others*
Teaching Thinking through LOGO: The Importance of Method. Technical Report Series, Report No. 84.1.2.
**George Peabody Coll. for Teachers, Nashville, TN. Learning Technology Center.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 84
NOTE- 21p.
GRANT- NIMH-MH-38235
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; *Computer Software; Discovery Learning; Elementary Education; Grade 5; *Intermode Differences; *Problem Solving; Research Methodology; *Teaching Methods; Transfer of Training
IDENTIFIERS- Instructional Effectiveness; *LOGO Programing Language; Tutorial Mode

**Research was conducted to compare the effects of three different methods of teaching LOGO to fifth graders with a broad range of academic ability.** The first method, based on Papert's idea of discovery learning, involved teacher presentation of LOGO instruction and student control of pace of learning. The second method involved the use of structured tutorials, written in much the same way as other computer assisted programs. The third method involved teaching in a mediational style, where the teacher made specific and conscious attempts to frame what was learned in the LOGO lesson in a broader context, and to bridge specific principles of learning to other situations where the same type of strategy would apply. Trends which emerged from this research suggest: (1) students involved in the discovery approach learn basic LOGO commands, but do not gain control over the turtle (a form on the computer screen) to the extent that they can predict what it will do; (2) a structured approach to learning LOGO seems better than discovery for mastering programming-specific skills; and (3) a carefully structured, mediational method seems to provide good results. (JB)

ED 262 770 IR 011 848

*Rogers, Everett M.; And Others*
Microcomputers in the Schools: A Case of Decentralized Diffusion.
**Stanford Univ., Calif. Inst. for Communication Research.**
PUB DATE- Apr 85
NOTE- 128p.; Paper presented at the International Communication Association Conference (Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Case Studies; Computer Literacy; Curriculum Enrichment; *Decision Making; Instructional Innovation; *Microcomputers; *Program Implementation; Secondary Education
IDENTIFIERS- California (San Francisco); *Computer Uses in Education

Utilizing nine schools located in the San Francisco Bay area, a study was conducted to examine the patterns by which microcomputers are accepted and implemented in high schools. Rather than the educational or social effects of this new academic resource, the study focused on: (1) the process of the behaviors and decisions leading to the acquisition of microcomputers, and (2) their subsequent implementation. Answers were sought to questions concerning what caused school administrators and teachers to become interested in educational microcomputers, what academic and administrative tasks are considered appropriate for microcomputers, what causes/enables the adoption of microcomputers, existing barriers to the adoption of microcomputers in schools, and the changes microcomputers bring to the schools that adopt them. Findings indicate that external pressures, rather than sound instructional practice, force educators to adopt microcomputers; school planning is usually insufficient to adapt microcomputers to the curriculum; introduction of the microcomputer produces a great deal of uncertainty and attendant anxiety in schools that adopt it; and, however "fragile" the microcomputer may be, it is probably not a fad that will pass away. Specific case studies of the diffusion of microcomputers in the nine schools, and summaries of site visits to each school, are appended. (JB)

ED 262 812 IR 051 323

IFLA General Conference, 1985. Division on Libraries Serving the General Public. Section on Public Libraries. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 122p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Developing Nations; Foreign Countries; Guidelines; *International Organizations; *Library Administration; Library Associations; Library Networks; *Library Personnel; *Library Services; Program Descriptions; *Public Libraries

IDENTIFIERS- Brazil; Czechoslovakia; Spain

This document includes papers on public libraries which were presented at the 1985 International Federation of Library Associations (IFLA) conference. The first paper, "International Guidelines for Public Libraries," is the report of an IFLA working group and it includes guidelines in six areas: public library services; media of communication; staffing; service points; the management of public libraries; and networks and support services. Other papers in this document include: (1) "New IFLA Guidelines for Public Libraries: the Background and an Introduction" (Arthur Jones, United Kingdom); (2) "Standards for Public Libraries in Catalonia" (Josefina Ballester, Elisa Camps, and Carme Mayol, Spain); (3) "Public Libraries in the CSR (Czechoslovakia) and General Availability of Information" (J. Kohout, Czechoslovakia); and (4) "Public Libraries in Brazil: Perspectives for Development" (May Brooking Negrao and Emir Jose Suaiden, Brazil). (THC)

ED 262 827 IR 051 350

*Krzywkowski, Valerie I., Ed.*
Competencies for Librarians. Proceedings from the 1985 Spring Meeting of the Nebraska Library Association: College and University Section (Omaha, Nebraska, April 26, 1985).
**Nebraska Library Association, Lincoln.**
PUB DATE- 26 Apr 85
NOTE- 236p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Databases; Higher Education; Job Skills; Library Associations; *Library Automation; *Library Services; *Microcomputers; *Minimum Competencies; Performance; Research Libraries
IDENTIFIERS- *Nebraska

**Based on the conference theme, "Competencies for Librarians," papers presented at the 1985 meeting of the association include: (1) "Planning a Library-Based Public Access Microcomputer Facility" (Suzanne Kehm); (2) "Processing and Circulating Microcomputer**

Software in the Academic Library: A Sharing Session" (Jan Brumm and Carole Schmidt); (3) "Periodical Current Awareness Services for Faculty: A Comparison of In-House and Commercially-Produced Services" (Carol A. Singer); (4) "How to Sell Your Library: A Salesperson's Approach to Promoting Library Services" (Janet C. Lu); (5) "Bibliotherapy; What the Academic Librarian Might Need to Know" (Anita Norman); (6) "An Introduction to Computer Concepts: Basic Competencies for Librarians Who Use Desktop Computers" (Melvin M. Bohn); (7) "Competencies for Librarians in an Automated Environment: The Union College Experience" (Sue Job and Larry Onsager); (8) "The Reference/Interloan Center at Kearney: Making the Academic-Public-School Connection in Central Nebraska" (Valerie I. Krzywkowski); (9) "Towards a Definitive Listing of World War I Posters" (Gerald A. Rudolph); (10) "Records Management and the Relational Database" (Louis Laudermilk); (11) "Small Databases in the Library: The Programmer's Perspective versus the Librarian's Perspective" (Stanford Mark Olson); (12) "What Do They Want From Us: Changes in Job Ads in Recent Years" (Joseph A. Starratt, Robert P. Nash, and Thomas A. Tollman); and (13) "An Examination of Comparable Worth" (Carol Walton and Jill Ellis). (THC)

ED 262 909 PS 015 445

*Snyder, Ross*
Three Differing Systems of Discipline and Their Impact on Conscience and Culture.

PUB DATE- 80
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; *Culture; *Discipline; Interpersonal Competence; *Justice; *Moral Development; *Permissive Environment; *Punishment; Social Values
IDENTIFIERS- *Conscience; Obedience

Three basic approaches to discipline and child care are the obedience-oriented/punitive, the indulgent/permissive, and the person-enabling/justice approaches. The obedience-oriented/punitive approach, primarily concerned with obedience, sometimes uses praise and rewards manipulatively. When they fail, coercive punishment is used. The indulgent/permissive approach indulges or protects some individuals while others are neglected, denied fair treatment, or deprived. Those with superior power or those deemed deserving and entitled to special privilege are allowed to get what they want and to avoid responsibility. The person-enabling/justice approach is primarily concerned with enabling full functioning persons within an environment that is safe, fair, and constructively caring. Each approach creates and perpetuates a very different culture and type of conscience. Each teaches a different concept of social justice and models differing interpersonal skills. Therefore, adopting any system of discipline that gets results will not do, for considerably more is at stake than simply exacting obedience. (RH)

ED 262 560 FL 015 190

*Barbour, Ross Patrick*

An Exploratory Study of the Hypothesis of Divisible versus Unitary Competence in Second Language Proficiency.

PUB DATE- Jul 83
NOTE- 148p.; Master's thesis, The University of British Columbia.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Factor Analysis; *Language Proficiency; *Language Tests; Linguistic Theory; Masters Theses; Models; Second Language Learning; *Test Reliability; *Test Validity

The question of dividing language proficiency into components was explored by determining which of three models best fit the experimental data: a model postulating numerous specific sources of variance (the extreme divisible model), one postulating a single, large source of variance (the unitary model), or one postulating a large general factor and several smaller specific factors. Four measures with clear contrasts in content and mode were constructed and used to identify linguistic and method variance in a correlation matrix of language proficiency variables. The four measures were administered, along with eight other language measures, to a group of beginning-level learners of English as a second language. Factor analysis and comparison with demographic data were performed on the data. The findings suggest that the language proficiency data were best modeled by a large general factor and two specific, content-related factors--grammar and vocabulary. The possibility of specific factors related to mode was not ruled out. (Author/MSE)

ED 262 590 FL 015 254

*Fisiak, Jacek, Ed.*
Papers and Studies in Contrastive Linguistics, Volume Sixteen.
**Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Arlington, Va.**
PUB DATE- 83

NOTE- 123p.; For other issues of this journal, see FL 015 248-256.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Adjectives; Book Reviews; Classification; *Contrastive Linguistics; *English; *Grammar; Language Research; Morphology (Languages); Nouns; Persian; Phonology; Phrase Structure; *Polish; Portuguese; Research Problems; Sentence Structure; Serbocroatian; Spanish; *Structural Analysis (Linguistics)
IDENTIFIERS- Gender (Language); Names

This issue of the journal includes these papers on contrastive linguistics: "A Systematic Typological Contrast Between English and Portuguese" (Mary Aizawa Kato); "An Accuracy Order of English Sentential Complements for Native Speakers of Persian and Spanish" (Janet I. Anderson); "Remarks on 'Particle Movement' and 'Extraposition from NP' Rules: A Study in Contrastive Analysis" (Latif H. Ali); "On So Called 'Beheaded Noun Phrases' in English and Polish" (Roman Kalisz); "Certain Aspects of the Exclusively Predicative Use of Adjectives in English and Polish" (Barbara Dancygier); "How Do Proper Names Refer? Some Contrastive Evidence from English and Polish" (Barbara Kryk); "A Contrastive Study of One-Dimension Adjectives in English and Serbo-Croatian" (Boris Hlebec); "The Number of Genders in Polish" (Greville G. Corbett); "The Methods of Establishing the Productivity of Word Formation Rules" (Elzbieta Gorska); and "Polish and English Vowels: A Contact Situation" (Jerzy Zybert). Edmund Gussmann's review of the book "Phonology, Meaning, Morphology. On the Role of Semantic and Morphological Criteria in Phonological Analysis," by Solon Ohlander is also included. (MSE)

ED 262 661 FL 015 337

# Zulu. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 98p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Zulu

The materials status report for Zulu is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

*Cohen, Gail A., Ed.; Chasan, Gail A., Ed.*
Vacation Study Abroad. The Learning Traveler, Vol. 2.
**Institute of International Education, New York, N.Y.**

SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
REPORT NO.- ISBN-0-87206-150-7
PUB DATE- 84
NOTE- 200p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Programs; Consortia; Courses; Eligibility; *Foreign Countries; Geographic Regions; Housing; Institutes (Training Programs); Institutional Characteristics; International Educational Exchange; Minicourses; *Postsecondary Education; Program Costs; *Program Descriptions; School Location; Specialization; Student Financial Aid; *Study Abroad; *Summer Programs; *Vacations; Workshops

A guide to vacation study-abroad opportunities is presented. About half the programs are sponsored by U.S. colleges and universities, the rest by foreign institutions and private and governmental groups. The courses, which range from a few days to 3 months in length, are appropriate for various postsecondary and professional levels, and a few programs (primarily sponsored by foreign institutions) also admit pre-college students. Entries include the name and address of the sponsoring school and brief information on the following points: year the program was established; program location; dates and/or duration of the program; pre-session orientation locales and procedures; enrollment restrictions; fields of study; academic level; credits awarded; prerequisites; teaching methods; language of instruction; housing; costs; scholarships; work/study opportunities; and program evaluation. Appendices include: a list of U.S. consortia that sponsor programs; a 10-page annotated bibliography of publications on higher education abroad listed by region and country; a list of foreign currency and the exchange-rate equivalency in U.S. dollars; and indexes of sponsoring institutions and fields of study. (SW)

ED 262 798 IR 051 309

IFLA General Conference, 1985. Division on Collections and Services. Section on Rare and Precious Books and Documents. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 95p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cataloging; Foreign Countries; Global Approach; *Intellectual History; *International Cooperation; *International Organizations; Library Associations; Library Collection Development; Library Services; Literary History
IDENTIFIERS- Europe; *Rare Books; Retrospective Conversion (Library Catalogs); United States; Universal Availability of Publications

Papers on rare books and precious documents which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "The Planned Census of Incunabula in Libraries in the FRG (Federal Republic of Germany): A Contribution to Retrospective Bibliographic Control" (Franz Georg Kaltwasser, West Germany); (2) "The Union Catalog of Incunabula (GW) and the Cataloging of Incunabula by Other Libraries" (Ursula Altmann, East Germany); (3) "Progress Report on the Work on the Reference Book, 'Museums of the Book'" (T. I. Kondakova, USSR); (4) "The Origins of the Chicago Book World" (Robert Rosenthal, United States); (5) "The Universal Availability of Publications Regarding Rare and Precious Books and Documents: Completion of the Czech and Slovak Retrospective National Bibliography 1501-1800/Knihopis" (Jaroslav Vrchotka, Czechoslovakia); (6) "The Rationale of a Rare Books Directory: The West German 'Handbuch der historischen Buchbestande'" (Bernhard Fabian, West Germany); (7) "New Criteria for Rare and Precious Books and Documents: An American View" (Linda Corey Claassen, United States). (THC)

ED 262 841 JC 850 558

Characteristics of Illinois Public Community College Faculty and Staff, Fall Term 1984.

**Illinois Community Coll. Board, Springfield.**

PUB DATE- Sep 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- Administrator Characteristics; *Administrators; Age; *College Faculty; *Community Colleges; Counselors; Educational Attainment; Employment Experience; Females; *Full Time Faculty; Librarians; Males; Part Time Faculty; *School Personnel; State Surveys; Teacher Characteristics; Tenured Faculty; Two Year Colleges
IDENTIFIERS- *Illinois

Data on Illinois community college faculty and staff characteristics are presented and analyzed in this report for fall 1984. Tables provide statistics on faculty and staff employment classification by college; full-time employment classification by sex and ethnic origin; full-time teaching faculty by highest degree held, age, sex, tenure status, and years of service; years of related work experience of occupational full-time faculty; primary teaching area of full- and part-time faculty; full-time academic support personnel by highest degree held, sex, age, and years of service; and full-time administrative personnel by highest degree held, age, sex, and years of service. Summary findings included the following: (1) although there was little difference in total numbers in the fall terms of 1983 and 1984, a decrease of full-time teaching faculty and academic support personnel occurred; (2) there was a 14% decrease in academic support personnel; (3) most employment classifications except clerical and custodial showed a fairly even distribution of males and females, although more males were employed as administrators and full-time faculty; (4) proportionately more Blacks and fewer Hispanics were employed in community colleges than in the general civilian employed population; (5) faculty characteristics remained fairly stable, with the majority being over 40 years of age, tenured, and employed in their current positions for over 10 years; and (6) increases in faculty numbers occurred in life and physical sciences, and business and management. (LAL)

*Radcliffe, Susan K.; Nespoli, Lawrence A.*
Howard County Employer Survey, 1983-1984. Final Report.
**Howard Community Coll., Columbia, MD. Office on Institutional Research.; Howard County Employment Planning Council, MD.**

PUB DATE- May 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Surveys; *Educational Needs; *Employer Attitudes; *Employment Patterns; *Job Skills; Job Training; Labor Market; Needs Assessment; Occupational Surveys; Technological Advancement

In summer 1983, the Howard County Employment Planning Council, Howard Community College, and several other county agencies and businesses joined forces in a countywide planning activity designed to identify important employment trends in the county and to define the need for training and retraining programs in response to those trends. A survey was mailed to 1,642 employers in Howard County, and all respondents were invited to participate in follow-up discussion meetings. Study findings, based on responses from 16% of the firms surveyed, included the following: (1) over 50% of the responding firms had 10 or fewer employees; (2) of the 15,681 employees represented by the sample, two-thirds were employed by the larger businesses; (3) within the workforce represented by the sample, 15% of the employees were in clerical occupations, 13% were in scientific-engineering occupations, 12% were in assembly occupations, and 9% were in management-related jobs; (4) the five occupations considered most critical to the long-range growth of the industries were management-related jobs, sales, clerical jobs, and computer and office equipment operations; (5) the majority of the employers saw skills in working with people as more important than data skills (e.g., computing, compiling and analyzing) and "thing" skills (e.g., tending, manipulating, and operating); (6) 73% of the respondents said that computerization and automation were the major technological changes which would affect their industry; and (7) the major training needs were seen in high technology, electronic data processing, office automation, and computers. The study report includes information on Howard County training and education resources for business and residents. (LAL)

ED 262 867 PS 015 362

*Patrylo, Carole A.*
Implementation of a Videotape Program for Regular Classroom Teachers Involved in Mainstreaming.
PUB DATE- Apr 85
NOTE- 103p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Bibliographies; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Mainstreaming; Program Development; Program Effectiveness; Program Evaluation; Questionnaires; Scripts; *Teacher Attitudes; *Videotape Recordings
IDENTIFIERS- New Jersey (Cherry Hill)

A 20-minute-long videotape program, intended for regular classroom teachers involved in mainstreaming, was developed and implemented to meet in-service needs of elementary school teachers in Cherry Hill, a township in Camden County, New Jersey. Included in the videotape program were an explanation of Public Law 94-142; an overview of the decision process and preparation needed to mainstream a student; a discussion of issues that regular teachers felt should be addressed prior to and during the mainstreaming process; a panel discussion involving three regular elementary teachers and a special education teacher; and a bibliography for teachers citing books and articles concerning aspects of mainstreaming. Goals of the practicum were to survey regular elementary classroom teachers about specific issues that should be addressed in the mainstreaming process; to develop and implement the in-service videotape program; to reduce teacher fear and reluctance to accept a mainstreamed student; and to evaluate the effectiveness of the program. Aproximately 50 teachers viewed the videotape and responded to pre- and posttest measures of attitude and knowledge. Results suggest that exposure to the videotape program produced significant changes in the attitude and understanding of the participating teachers. (RH)

ED 262 880 PS 015 382

*Woodward, Virginia A.*
Literacy Learning in Early Childhood.
PUB DATE- 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication (Thought Transfer); *Curriculum Development; Early Childhood Education; Educational Improvement; Language Acquisition; *Language Processing; Language Skills; *Literacy; *Psycholinguistics; Sociolinguistics; *Young Children

This paper is a synthesis of the recent research about language and literacy learning, the universal cognitive strategies used in language processing, and the educational implications of these new insights on literacy learning. Four universal cognitive strategies used by experienced written language users--textual intent, negotiability, fine tuning language with language, and risk taking--were used by young children ages 3 to 6 in the research tasks. How young children used these strategies is discussed and extensively illustrated. The findings suggest that experience is a key to learning. Educational implications of these findings are discussed, especially changes in teachers' understandings of total language development and learning in the alternate communication systems of math, drama, art, and music. These new beliefs necessarily result in a need for an open communication curriculum which fosters the expansion of the learner's literacy potential. (Author/DST)

ED 262 895 PS 015 409

Head Start Program Performance Standards (45-CFR 1304).
**Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.**
REPORT NO.- DHHS-OHDS-84-31131
PUB DATE- Nov 84
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Dental Health; *Early Childhood Education; Educational Facilities; Educational Objectives; Educational Planning; Educational Policy; Health Education; *Health Services; Medical Services; Mental Health; Nutrition; *Parent Participation; Program Implementation; *Social Services; *Standards
IDENTIFIERS- *Program Objectives; *Project Head Start

Head Start program performance standards set by Administration for Children, Youth, and Families are presented in five sections. Subpart A sets out the goals of the Head Start program, emphasizing the implementation and enforcement of performance standards. Subpart B sets out education services objectives and performance standards concerning program content, operations, and facilities. Subpart C consists of health services objectives and performance standards dealing with health services generally; the Health Services Advisory Committee; and medical, dental, health education, mental health, and nutrition objectives and/or services. Subpart D presents information about social services objectives and performance standards and the content of the social services plan. Subpart E focuses on parent involvement objectives and performance standards concerning parent participation policy; enhancing development of parenting skills; communications among program management, staff and parents; and the content of the parent involvement plan. Subparts B through E provide non-mandatory, specific, and detailed directions and guidance for interpreting and implementing the standards. Appended are rules and regulations from the Federal Register, Vol. 40, No. 126 of June 30, 1975 concerning program options for Project Head Start. (RH)

ED 262 924 RC 015 429

# Overview: The Four Worlds Development Project.

**Lethbridge Univ. (Alberta). Faculty of Education.**

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 84
NOTE- 52p.; A product of the Four Worlds Development Project. For related documents, see RC 015 430-431.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Alcohol Education; Alcoholism; American Indian Culture; American Indian Education; *Canada Natives; Community Development; *Community Involvement; Cultural Influences; Drug Abuse; *Drug Education; Educational Objectives; Elementary Secondary Education; Foreign Countries; Holistic Approach; Individual Development; *Prevention; Program Development; *Technical Assistance
IDENTIFIERS- Canada; Fetal Alcohol Syndrome; *Four Worlds Development Project (Alberta)

The Four Worlds Development Project is a service oriented, technical assistance project attached to the Faculty of Education at the University of Lethbridge and dedicated to the goal of eliminating alchohol and drug abuse in Canadian Native societies by the year 2000. With the guidance of native elders, spiritual leaders, and the best modern science has to offer about human development, the Project is prepared to work in partnership with native communities. This overview discusses the fundamental principles of existence, of human nature and purpose, and of human growth and well being upon which the Project is guided. The document outlines 19 contemporary research areas contributing to the promotion of wholistic human development. A section summarizes accomplishments in the development of a framework, process, content, and context for a comprehensive education plan. Another section outlines stop-gap measures that communities can initiate immediately to retard the rate of personal and social disintegration until the effects of the Project begin to be felt. Another section lists basic objectives of the first 5 years of the Four World Development Project. The document concludes with an invitation for native community participation. (NEC)

ED 262 937 RC 015 506

*Sofranko, Andrew J.; And Others*
Three Decades of Rural Community Growth and Decline.
**Illinois Univ., Urbana. Cooperative Extension Service.**
PUB DATE- Aug 85
NOTE- 9p.
AVAILABLE FROM- Illinois CRD Report, 305 Mumford Hall, 1301 West Gregory, University of Illinois, Urbana, IL 61801 (Single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Community Characteristics; Comparative Analysis; *Demography; Metropolitan Areas; Municipalities; *Population Distribution; Population Growth; *Population Trends; Regional Characteristics; *Rural Areas; *Rural Population; Transportation
IDENTIFIERS- *Illinois

Rural communities of less than 2,500 residents in Illinois showed a reversal of growth patterns between 1950-80. During the 1950's Illinois' approximately 900 rural towns grew at a rate of 60% compared with 81-86% growth rate for towns in other size classes; during the 1970's rural towns showed a steady growth increase of 73% while growth of towns of more than 10,000 residents was sharply reduced to 40-51%. Proximity to metropolitan centers and access to interstate highways were vital to rural community growth in the 1950's and 1960's, with proximity to a metropolitan area the more important factor. By the 1970's these factors played a less significant role and in recent years rural community growth has taken place independently of location, indicating a renewed vitality for small towns. Regional trends show rural towns in northern Illinois less likely to grow in the 1970's than in the 1950's, those in western and southern Illinois more likely to grow in the 1970's, and those in central Illinois equally likely to grow in all three decades. Six illustrative tables and four figures accompany the text and provide comparisons for 1950-60, 1960-70, and 1970-80. (LFL)

ED 262 647 FL 015 323

*Hoffman, Elizabeth; Young, Michael*
From Grave Rubbings to Maximilian's Journey.

PUB DATE- 85
NOTE- 8p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Class Activities; Community Resources; Course Content; *Cross Cultural Studies; Cultural Awareness; *Cultural Influences; Educational Objectives; *German; *Interdisciplinary Approach; International Trade; School Business Relationship; Secondary Education; Second Language Instruction; *Social Studies

A high school project growing out of efforts to involve students in a German-American tricentennial celebration and designed to make student-centered activities educationally meaningful to both social studies and German language students is described. The project had the following objectives: (1) to view, through an interdisciplinary approach, the contributions made by German-Americans to American society; (2) to raise students' awareness of and encourage use of local community resources; (3) to foster active student participation by taping oral interviews with German-Americans or business leaders in international trade; (4) to make students conscious of their own ethnic backgrounds and the contributions made to American culture by a variety of ethnic groups; and (5) to encourage students to recognize the role played by local businesses in international trade. The year's curriculum included major projects for specific classes in each discipline, activities involving all the students, and minor projects required of each participating language and social studies student. Results of the project included student enthusiasm for involvement in a trade fair, awareness of the importance of foreign trade for the state, development of interviewing techniques, development of cultural awareness and interest in preservation of culture, and awareness of the diversity of their family backgrounds. (MSE)

*Kobrin, Stephen J.*
International Expertise in American Business. How to Learn to Play with the Kids on the Street. IIE Research Report Number Six.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
REPORT NO.- ISBN-87206-132-9
PUB DATE- 84
NOTE- 61p.
AVAILABLE FROM- Institute of International Education, Communications Division, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Banking; *Business; Business Administration; Communicative Competence (Languages); Economic Factors; *Education Work Relationship; Experiential Learning; *Foreign Countries; Foreign Culture; Higher Education; Information Sources; Interpersonal Competence; *Job Skills; Knowledge Level; *Management Development; *Overseas Employment; Political Influences; Skill Development
IDENTIFIERS- *Fortune 500

The importance of international expertise to American international firms, the kinds of international expertise needed by managers, and how these skills are acquired were studied. In addition to providing information for business, the findings may help colleges in preparing international studies graduates. Using either interviews or questionnaires, views were elicited from 233 managers in 126 very large companies: Fortune 500 industrial firms and money center banks doing business abroad. International expertise was defined as knowledge of social, economic, political, and legal systems. The ability to operate abroad, interpersonal skills, and country knowledge were rated as important by the managers, as was understanding differences among countries. Most managers felt international expertise was important but not as essential as technical, functional, and organizational skills. Foreign language ability was also seen as an asset but not critical. Managers noted specific values of language skills, including cultural understanding and finding information. Managers gained knowledge of other countries largely through business travel, overseas assignments, and experience abroad (particularly interpersonal interaction), as well as by reading. Contacts that can provide additional country knowledge were also identified. (SW)

ED 262 688 HE 018 760

Historically Black College and University Graduates' Admission to and Graduation from Health Profession Schools. Final Report.

**Allen (Anita F.) Associates.**

SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
REPORT NO.- HRP-0906570
PUB DATE- Nov 84
NOTE- 54p.; Best copy available.
CONTRACT- DHHS-HRSA-84-282
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Aptitude Tests; *Black Colleges; College Admission; *College Graduates; College Programs; *Dental Schools; Financial Support; *Graduate Study; Higher Education; Interviews; *Medical Schools; Student Personnel Services; *Undergraduate Study
IDENTIFIERS- Howard University DC; University of Mississippi

Admission to and graduation from health profession schools by graduates of historically black colleges and universities (HBCU) were studied, with a focus on the University of Mississippi Medical Center (UMMC) and Howard University's Medical (HUMS) and Dental Schools (HUDS). Site visits and interviews were also conducted with the pre-health program directors of the following feeder institutions: Howard University, Xavier University, Morehouse College, Tougaloo College, Jackson State University, and the University of Mississippi, Oxford. Findings revealed by UMMC and HUMS/HUDS admission data included: (1) HBCU students had significantly lower admission rates at UMMC than non-HBCU students; and (2) Medical College Admission Test scores accounted for differences in admissions. The interviews focused on common elements of successful programs preparing minorities for health careers, including: summer programs, course loads and sequencing, course content, independent aggressive learning, staffing, support services, study skills, test preparation, counseling, application assistance, peer/HBCU networks, and government/foundation funding. In addition to recommendations for undergraduate and graduate study, the following interview protocols are appended: undergraduate faculty, medical student, professions school faculty, and administrator. (SW)

*Boyer, Carol M.; Lewis, Darrell R.*
And on the Seventh Day. Faculty Consulting and Supplemental Income. ASHE-ERIC Higher Education Report No. 3, 1985.
**Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-22-5
PUB DATE- 85
NOTE- 89p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Faculty; *Compensation (Remuneration); *Consultants; Employment Practices; Faculty Workload; Higher Education; Income; *Multiple Employment; *Personnel Policy; Teacher Responsibility; *Teacher Salaries

The incidence and extent of faculty consulting are examined, along with the characteristics of faculty who consult and those who do not, costs and benefits of faculty consulting, the economic status of faculty, and policy considerations. A conceptual framework and historical context are provided that relate consulting and other faculty activities to the traditional mission of most academic institutions. Various claims made about the benefits of faculty consulting are reviewed, along with potential costs. Attention is directed to trade-offs involved whenever faculty effort and other institutional resources are involved in an allocation decision. Information on the economic status of faculty and the economic position of the academic profession is considered, based on empirical research. Faculty salaries are compared to those of other similar professional groups, and the amount and kinds of supplemental income earned by faculty (from inside and outside the institution) are examined. Also considered are institutional policies and practices on faculty consulting and other activities producing supplemental income, with attention to major colleges and universities, and four-year colleges and community colleges. Areas for further research are suggested. (SW)

ED 262 784 IR 051 294

*Brandhorst, Ted, Ed.*
A Bibliography of Publications about the Educational Resources Information Center. (Covering the Period 1979-1984).
**ERIC Processing and Reference Facility, Bethesda, Md.**
SPONS. AGENCY- Educational Resources Information Center (ED/NIE), Washington, DC.
PUB DATE- Sep 85
NOTE- 43p.; For an earlier edition, see ED 169 955.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Background; Clearinghouses; *Educational Research; Evaluation; *Federal Programs; *Information Centers; *Information Dissemination; Information Systems; Instructional Materials; Microforms; Publications; Search Strategies; Thesauri; Use Studies
IDENTIFIERS- Educational Information; *ERIC

The result of a comprehensive search for documents about the Educational Resources Information Center (ERIC) published between 1979 and 1984, this bibliography lists 131 entries which approach ERIC in several different ways: documents of historical interest in the development of ERIC; "how to" items whose object is to initiate the user into the system; cross-database comparisons involving ERIC; user surveys; evaluations of ERIC performance; reports describing particular computer search programs or efforts; ERIC in the context of educational research and development dissemination; reviews of ERIC practices or results; how to teach ERIC; thesaurus development; how ERIC relates to some subset of the educational community; ERIC and microforms; and ERIC's current attributes including size and products. This supplement to a 1978 bibliography includes subject, personal author, and institution indexes. The 131 entries are arranged by their ERIC accession numbers (ED for documents in Resources in Education; EJ for journal articles in Current Index to Journals in Education), with the ED accessions appearing first, followed by the EJ accessions. Full records have been printed, including the abstract, in order to make the relevance of each item to ERIC abundantly clear. (THC)

ED 262 576 FL 015 238

*Papalia, Anthony*
A Model of Instruction for Integrating Culture and Language.
PUB DATE- Oct 84
NOTE- 10p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Course Content; *Critical Thinking; *Cultural Awareness; Cultural Education; Culture; Discovery Learning; Educational Strategies; Inquiry; *Integrated Activities; Language Proficiency; *Second Language Instruction; *Teaching Methods

An integrated model of instruction in language and culture uses a sequential method of discovering sensation, perception, concept, and principle to develop self-analysis skills in students. When planning activities for learning a language and developing cultural understanding, teachers might follow a sequence such as the following: introduce students to linguistic and cultural items through the senses, have students interpret these linguistic and cultural phenomena, ask students to formulate linguistic and cultural concepts as a way to organize knowledge and identify values, and assist students to develop appropriate ways of responding in diverse linguistic and cultural situations. The elements of communicative proficency include interactional use of the language, linguistic competence, discourse and cultural inference, and strategic functions. To attain the goals of an integrated culture and language curriculum, teachers must provide students with appropriate vocabulary, situations, functions, and cultural presentations. Then they must be able to provide an analysis of the culture by drawing from various sources and disciplines. To facilitate this task, a list of topics with questions and cultural concepts for exploration is presented. (MSE)

Lao. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 46p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Lao; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Laos

The materials status report for Lao is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Lao, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 619 FL 015 288

Kikongo. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 28p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; *Kituba; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Congo; *Lingua Francas; Zaire

The materials status report for Kikongo, a lingua franca that developed out of several Bantu languages in Congo and Zaire, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Kikongo, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 716 HE 018 795

Attrition and Retention of Full-Time Students in Baccalaureate and Associate Degree Programs, Class of 1982, and Partial History of Later Cohorts as of Fall 1983. State University of New York. Office of Institutional Research Report No. 4-85.

**State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.**

PUB DATE- Aug 85
NOTE- 256p.
AVAILABLE FROM- State University of New York, Office of Institutional Research, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Agricultural Colleges; Associate Degrees; Bachelors Degrees; *College Students; *College Transfer Students; Community Colleges; Full Time Students; Higher Education; School Holding Power; *State Universities; *Student Attrition; Technical Institutes; *Undergraduate Study
IDENTIFIERS- *State University of New York

Results of the 1984 Attrition/Retention Survey of the State University of New York are presented. After a brief narrative summary of the findings, extensive data on attrition, retention, and completion are provided for: full-time, first-time students and full-time transfer students at the associate and baccalaureate degree levels; and students in "postsecondary opportunity programs" at the associate- and baccalaureate-degree levels. For all cohorts, the attrition and retention data were measured retrospectively as of the fall 1983 semester. Data are provided on regular bachelor's degree students entering in fall semesters 1978, 1979, 1980, 1981, and 1982; regular associate degree students entering in fall 1980 through fall 1982; baccalaureate opportunity students entering in fall 1977 and 1978; and associate-level opportunity students entering in 1979 and 1980. Both headcount and percentage data are presented from a university-wide perspective, by institution type, and by institution. The data indicate that at the bachelor's degree level, transfer students were more likely than first-time students to complete a degree. Compared to the community colleges, the agricultural and technical colleges had a higher percentage of associate degree recipients and a lower percentage of associate-degree students who left without a degree. (SW)

ED 262 757 IR 011 835

Article Reprints from "The Computing Teacher" on Software Evaluations.

**International Council for Computers in Education, Eugene, Oreg.**

PUB DATE- 85
NOTE- 25p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Curriculum Development; Evaluation Methods; *Instructional Material Evaluation; Instructional Materials; *Media Selection; Microcomputers; Science Education
IDENTIFIERS- Computer Uses in Education; *Software Evaluation

Reprinted from the "The Computing Teacher," this collection of nine articles presents information on computer software selection and evaluation. The articles include: (1) "The DISC Model for Software Evaluation and Support Material Design" (Shelley Yorke Rose and Carol Klenow); (2) "Selecting Computer Software--We Take It Seriously" (Jean Donham); (3) "How Do Teacher and Student Evaluations of CAI Software Compare?" (Barbara Signer); (4) "The Software Selection Process: Some Management Questions" (Anne Batey); (5) "Enrichment Courseware for Middle School Mathematics" (Lois Edwards); (6) "Computers in Science Education" (Richard C. Adams); (7) "Doing Science" (Richard C. Adams); (8) "Statistically Speaking" (Carl Edeburn); and (9) "Bank Street Writer--Does the Tool Define the Process or Vice Versa?" (Randall Boone). Individual articles include a list of approved instructional software for the Iowa City Community School District (Donham); a sample student software questionnaire (Signer); and reviews of sample science education software (Adams). (JB)

ED 262 771 IR 011 851

*McCall, Cecelia*
Not Since Gutenberg: Microcomputers and Reading.
PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the National Conference of the Instructional Resource Center (New York, NY, April 13-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Television; *Computer Assisted Instruction; *Computer Literacy; Computer Software; Educational Television; Instructional Innovation; *Microcomputers; *Reading Instruction; Reading Skills; Teaching Methods; *Television Viewing
IDENTIFIERS- *Computer Uses in Education

Designed to promote the use of microcomputers in reading instruction, this paper attempts to dispell apprehensions that the errors made when adapting television to the classroom may occur again with microcomputers. Examples of the failure of television to teach reading in the 1960s and 1970s are presented, and it is pointed out that television, a watching medium that delivers a lot to the viewer while demanding little more than passivity, has not had any remarkable influence on student performance. It is then suggested that the microcomputer provides an interactive ability that television lacks, and specifically notes that it is a medium which combines the visual with the kinesthetic. It is suggested that the role of the reading specialist in the future will be first to teach computer literacy, then to transfer interest to books. The lack of successful software programs for reading instruction is noted; however, some promising college level computer assisted instruction (CAI) programs are identified and described. Concluding remarks cite the responsibilities of classroom personnel for microcomputer utilization and its potential for producing students who are competent readers and writers. A 14-item bibliography completes the document. (JB)

IFLA General Conference, 1985. Division on Management and Technology. Section on Information Technology. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 114p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Software; Foreign Countries; Information Retrieval; *Information Science; Information Systems; International Organizations; Library Administration; Library Associations; Library Cooperation; *Library Networks; *Library Services; *Microcomputers; *Online Systems; Program Descriptions; *Public Libraries; Statistical Analysis

IDENTIFIERS- Canada; Resource Sharing; United Kingdom; United States

Papers on information technology which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "Technology in the Public Library: The Impact on our Community" (Kenneth E. Dowlin, United States); (2) "Software Evaluation: Sources and Resources in the United Kingdom" (Stephen Flood, United Kingdom); (3) "Exploiting Technology to Build a Canadian Library and Information Network" (Cynthia J. Durance, Canada); (4) "Linked Systems Project in the United States" (Sally H. McCallum, United States); (5) "Assimilating the Micro: The Use of Microcomputers in Public Library Services" (Leena Siitonen, United States); and (6) "Statistical Measures for Library Accountability" (Daniel O. O'Connor, United States). (THC)

ED 262 910 PS 015 446

*Snyder, Ross*
Childism and Its Destructive Impact on Children.
PUB DATE- 80
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beliefs; *Childhood Needs; *Childrens Rights; *Developmental Tasks; *Parent Attitudes; *Stereotypes

Just as prejudicial stereotypes about race, sex, social class, and physical appearance have led to inhuman treatment, similar biased concepts exist that support inhuman and oppressive treatment of children. Various "childist" concepts categorize children as property, uncivilized devils, lumps of clay, tiny adults, or infallible angels. Exploitation, abuse, neglect, and unrealistic parent attitudes and behavior may result from such childist beliefs. Viewing the child as a developing person includes the beliefs that children are persons of worth and full citizens sharing basic rights to life, safety, happiness, equality of treatment, equality of opportunity, reasonable self-determination, and due process. Because children are developing persons, their potential for growth, loving, and significance can be realized or thwarted and damaged. How children are valued and nurtured is of the utmost importance. Needs for adequate nutrition and health, justice, love, education, and meaningful work are best met in a manner appropriate to children's developmental status. As persons, children organize perceptions of "self" and "world" into a meaningful life-world and act in accordance with it. Because children are developing persons, their experientially learned perceptions of self and others, of justice and democracy, of human life and human relationships are also of the utmost importance. (RH)

*Heath, Shirley Brice*
The Cross-Cultural Study of Language Acquisition.
PUB DATE- Aug 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Anthropological Linguistics; *Child Language; Comparative Analysis; Cross Cultural Studies; *Cultural Influences; *Language Acquisition; Language Styles; *Social Influences; *Socialization; *Sociocultural Patterns

One approach to studying the nature of diverse speech exchange systems across sociocultural groups starts from the premise that all learning is cultural learning, and that language socialization is the way individuals become members of both their primary speech community and their secondary speech communities. Researchers must recognize that the uniquely human aspects of socialization as cultural communication rest on the individual and the primary social group's orientation toward the future. The pace of the child's development is determined by the growth of conceptual and communicative capacities in conjunction with schemata of cognition, which are influenced by language socialization practices. One way to understand how the child grasps that which is available for perception is to examine the range of genres in discourse. Several genres are universal forms of extended discourse in child language learning: recasts (bringing to present attention experiences from the past in which the speaker had a role), eventcasts, accounts, and stories. There is social group variation in the space, time, and social organization of genres. Preliminary comparison of situations and genres across societies suggests that academic success depends not on the specific language children know but on the ways they know of using the language. (MSE)

ED 262 591 FL 015 255

*Fisiak, Jacek, Ed.*
Papers and Studies in Contrastive Linguistics, Volume Seventeen.
**Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Arlington, Va.**
PUB DATE- 83
NOTE- 127p.; For other issues of this journal, see FL 015 248-256.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Arabic; Bibliographies; Communication (Thought Transfer); *Contrastive Linguistics; Determiners (Languages); Dutch; *English; *Grammar; Language Research; Learning Strategies; Norwegian; Phonology; *Research Methodology; Semantics; *Structural Analysis (Linguistics); Translation
IDENTIFIERS- Danish

This issue of the journal includes these papers on contrastive linguistics: "On Some Assumptions and Principles of Contrastive Grammar Illustrated from the Area of Reflexivity in Danish and English" (Torben Thrane); "Deletion in Coordinated Structures in English and Dutch" (Robert R. van Oirsouw); "Methods and Goals of Comparative Systematics" (Georges Garnier); "Color Words in English and Portuguese: A Contrastive Semantic Analysis" (John Robert Schmitz); "Those Relatives that Should Stack that Don't" (Elzbieta Tabakowska); "Towards a Pedagogical Grammar of Determiners: A Contrastive Approach" (Paul Robberecht); "Some Differences Between Arabic and English Comparative Structures" (Mohammad Anani); "Some Remarks About Translation and Style" (Hanne Martinet); "On the Relationship Between Communication Strategies and Learning Strategies" (Rolf Palmberg); "Comparing Sound Patterns" (Kari Suomi); "Contrastive Studies of Norwegian and Other Languages: A Bibliography" (Ernst Hakon Jahr). Reviews of the books, "Contrastive Analysis," by C. James and "Gramatyka Angielska dla Polakaw," by T.P. Krzeszowski, are also included. (MSE)

ED 262 633 FL 015 308

Tigrinya. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 20p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Ethiopia; *Tigrinya

The materials status report for Tigrinya, which is spoken in Ethiopia, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. Each report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instruct- ional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 730 HE 018 817

Validation of Student and Parent Reported Data on the Basic Grant Application Form. Project Summary.

**Applied Management Sciences, Inc., Silver Spring, Md.**

SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 13 Dec 79
NOTE- 17p.; For related documents, see HE 018 812-826.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Change Strategies; *College Students; *Disclosure; *Eligibility; Error Patterns; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; Income; Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud

Results of studies to assess accuracy of information reported by applicants to the Basic Educational Opportunity Grant (BEOG) program are summarized. Attention is also focused on applicant characteristics and corrective actions taken as a result of the studies. Overall, the studies found that the majority of BEOG applicants reported income accurately. Between 1974-1975 and 1976-1977, however, there was a decrease in the accuracy of reported income: accuracy of income reported by ineligible applicants remained relatively stable, while a greater decrease was evident for the eligibles. Applicants in the higher income ranges also showed a decrease in accuracy. It was determined that an application correction process that was intended to increase accuracy actually allowed applicants to submit incorrect data. When information provided on the BEOG application and federal income tax forms was inconsistent, incorrect eligibility determinations were also found. Corrective actions concerned: the pre-award validation, development of selective case action strategies, improvements to the application processing system, and improvements to the application form. Eight suggestions for future research on the BEOG application process are offered. (SW)

ED 262 799 IR 051 310

IFLA General Conference, 1985. Division on Collections and Services. Section on Interlending and Document Delivery. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 47p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Foreign Countries; Information Systems; *Interlibrary Loans; International Organizations; Library Associations; Library Automation; Library Catalogs; *Library Cooperation; *Library Networks; *Library Services; National Libraries; *Online Systems; Program Descriptions; *Union Catalogs

IDENTIFIERS- Canada; *International Federation of Library Associations; Netherlands; Resource Sharing

Papers on interlibrary loans and document delivery which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "The Activities of the IFLA Office for International Lending" (Richard J. Bennett, British Library Lending Division, United Kingdom); (2) "Electronic Networking for Interlibrary Loan in the OSI (Open Systems Interconnection) Environment" (Hope E. A. Clement, National Library of Canada, Canada); and (3) "The Online System of Union Catalogs and Interlibrary Loan ('NCC/IBL') in the Netherlands" (Arie W. Willemsen, Royal Library, Netherlands). (THC)

ED 262 828 JC 850 334

*Robinson, David G.*
Joining in Joint Endeavors.
PUB DATE- Oct 82
NOTE- 18p.; Paper presented at the Two-Plus-Two Conference (Tampa, FL, October 7-8, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *College Planning; College Programs; Community Colleges; Cost Effectiveness; Institutional Cooperation; *Intercollegiate Cooperation; Postsecondary Education; Two Year Colleges

Although interinstitutional cooperation in higher education is not new, colleges have historically functioned as independent agencies whose activities have reinforced competitiveness and separateness. Current financial conditions, board mandates, and the realization that more can be accomplished through cooperation have brought about a new wave of interinstitutional cooperation based upon a sharing of authority, power, and recognition. One of the most ambitious efforts reflecting this new wave is the Auraria Complex in Denver, in which three institutions of higher education have merged their resources, with each administering various elements of the college. Further evidence of the change in cooperative endeavors has been revealed by a recent survey of Florida community college presidents. Of the 23 colleges surveyed, 22 were engaged in some kind of cooperative effort and, of those, 16 had written agreements. Continuing and deepening this trend, which has been initiated at international, national, and local levels, will require changing the very fabric of postsecondary institutions. Important considerations for effecting this change include the following: (1) commitment must begin at the top; (2) students must come first; (3) cost effectiveness, rather than economic saving, will be the result; (4) if possible, programs should be voluntary; (5) the total impact of the arrangement on the institution should be considered; (6) agreements should be secured in writing; (7) the perception should be of a long-range project; (8) all staff, leaders, and implementors should be involved to ensure success, commitment, workability, and creativity; and (9) there should be an ultimate enrichment for students, giving them more than any singular institutional effort could. (MPH)

ED 262 842                                    JC 850 559

*Petty, Gary Frank, Ed.*
Active Trusteeship for a Changing Era. New Directions for Community Colleges, Number 51.
**ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-87589-741-X
PUB DATE- Sep 85
NOTE- 113p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($9.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Characteristics; *Administrator Role; Board of Education Role; *Community Colleges; Educational Administration; *Governing Boards; *Trustees; Two Year Colleges

Offered as a contribution to developing better trustees, this collection of essays represents a variety of viewpoints on the nature and extent of trustee services. The following articles are included: (1) "The Illinois Public Community College Board Members," by Gary Frank Petty and William E. Piland; (2) "Active Trusteeship for a Changing Era," by James B. Tatum; (3) "The Trustee Role in Congressional Lobbying," by Sandra L. Ritter; (4) "Trustees as Advocates in State Legislatures," by Dan Grady; (5) "Characteristics of Minority Group Trustees," by Jerry Lacey; (6) "Characteristics of Female Trustees," by Sheila M. Korhammer; (7) "Trustee Participation in Professional Activities," by Wayne T. Newton; (8) "Media and the Trustee," by Jan Hamilton and Raymond Hartstein; (9) "The Trustee Role in Accreditation," by Howard L. Simmons; (10) "Trustees and Collective Bargaining," by Robert V. Moriarty; (11) "The Effective Chairperson," by Peter Lardner; (12) "The Trustee Role in College Personnel Management," by Clem R. Jasiek, Alfred Wisgoski, and Hans A. Andrews; and (13) "Sources and Information: The College Trustee," by Diane Zwemer. (LAL)

ED 262 881 PS 015 383

*Renninger, K. Ann*

Object-Child Relations: A Co-Constructive Perspective of Learning Processes.

PUB DATE- Jun 85
NOTE- 12p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Interests; *Cognitive Processes; *Individual Differences; *Learning Processes; *Play; Preschool Children; Preschool Education; Teacher Role
IDENTIFIERS- Object Child Relationship; *Object Relations

What children do in play is simultaneously influenced by the properties of the play object and the skills of the child. Properties of objects lend themselves to re-engagement in investigative play or support for shared action. Repeated play with particular objects increases the number of actions possible with these objects. The process of perceiving and responding to possible actions involving objects leads to changes in play actions. Changes in play lead to changes in cognitive capabilities, and these influence the child's perception of possible actions with an object. This description of the organization of the object-child relation suggests that while adults can encourage, support, or suggest actions to children, learning ultimately emerges from the particular organization of each object-child relation. Teachers may facilitate learning, but they do not completely control the learning process. They may facilitate by structuring the child's environment; matching objects to children's interests or changing objects available for action; encouraging children in action with an object to work through frustration to a feeling of competence; helping children to recognize possibilities for action on objects with which they do not usually play; helping children draw parallels between action on an object of interest and another object; and by supporting their re-engagement with an activitiy which previously has been ignored or avoided. (RH)

ED 262 938 RC 015 507

*Sanchez, Porfirio*
The Chicano and the Black Legend.
PUB DATE- 8 May 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Historical Materials (060)
DESCRIPTORS- Attitudes; Bias; *Ethnic Bias; *Ethnic Discrimination; *European History; Hispanic Americans; *Mexican American History; *Mexican Americans; Modern History; *Social Bias; Social Discrimination; Spanish Americans
IDENTIFIERS- *Historical Influences; Spaniards

An historical overview traces the Black Legend about persons of Spanish descent and seeks to demonstrate the influence of the Black Legend on Anglo attitudes towards Mexican Americans. The beginnings of the Black Legend are found in the sixteenth century when European countries in conflict with Spain used Spanish actions during the Sack of Rome, the Inquisition, the Revolt of the Netherlands, and the colonization of the New World to portray Spaniards as cruel, violent, greedy, religiously impure, and culturally and racially inferior. These characteristics were attributed to Mexican Americans by Anglo Americans throughout the 19th and 20th centuries and contributed to the delay of statehood for southwestern states, the Zoot Suit Riots, and discrimination and deportations during and after World War II. The overview presents one contemporary occurrence of the Black Legend in mass media and suggests that the prejudices and distortions characterizing Hispanics today come from cultural, religious, and imperialistic rivalry between Anglo or Nordic peoples and Spanish or Mexican American peoples. (LFL)

ED 262 648 FL 015 324

*Otto, Sue E. K.; Pusack, James P.*
Tools for Creating Foreign Language CAI.

PUB DATE- 85
NOTE- 14p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; Curriculum Development; *Microcomputers; Second Language Instruction; Teacher Developed Materials

Three basic kinds of tools exist for computer assisted instruction (CAI): templates, which are often highly user-friendly and require little investment of time but whose potential is limited; authoring systems, which offer a number of options for lesson design and greater variety in approach, but which require more sophisticated input from the teacher; and authoring languages, the most challenging kind of tool, which have built-in features for drilling, handling wrong answers, and scoring, and which give the author complete freedom to choose the logical arrangement of the lesson. The three kinds of tools overlap greatly, and the advantages and disadvantages are related to the teacher's goals and computing skills. Some of the fundamental features available in a number of forms are textual graphics, animation and simulation, and audio and video links. Increasingly useful tools are being created. The next step is for the tools to allow language teachers to work as experts in the field rather than as reluctant programmers. (MSE)

ED 262 662 FL 015 343

Armenian. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

PUB DATE- Nov 85

NOTE- 82p.

CONTRACT- 1735-507041

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Armenian; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Armenian is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 703 HE 018 781

*Connotillo, Barbara Cahn, Ed.; Jackson, Walter, Ed.*
Teaching Abroad. The Learning Traveler, Vol. 3.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-0-87206-124-8
PUB DATE- 84
NOTE- 133p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Faculty; Elementary School Teachers; Eligibility; *Employment Opportunities; Foreign Countries; Geographic Regions; Higher Education; Organizations (Groups); *Overseas Employment; *Program Descriptions; Secondary School Teachers; Specialization; *Teacher Employment; *Teacher Exchange Programs; Teacher Qualifications

Information about teacher exchange programs around the world is provided, including faculty needs as reported by foreign governments, and the approximate number of faculty positions available annually within American international schools abroad. Questionnaires were sent to foreign governments, the U.S. government, U.S. and foreign private sponsoring agencies, and American and international schools abroad, generally on the elementary and secondary level. Entries are listed alphabetically by country and region and include: the country's or institution's academic calendar, language of instruction, faculty needs and composition, restrictions, positions available according to level of instruction and subject areas, academic and language prerequisites; average length of contract and renewal options; salary/stipends and fringe benefits; application deadlines; and contact persons. Also included are: descriptions of organizations and agencies that provide information or publications to assist U.S. nationals seeking overseas employment; names and addresses of foreign embassies located in the United States; a list of foreign currency and the exchange-rate equivalency in U.S. dollars; and an eight-page annotated bibliography that covers travel, work, and study abroad, as well as information on overseas schools and postsecondary institutions. (SW)

ED 262 785 IR 051 295

*Schrader, Alvin M.*
A Bibliometric Study of the "Journal of Education for Librarianship," 1960-1984. Full Report.
PUB DATE- Jun 85
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bibliographic Coupling; *Citations (References); *Content Analysis; Databases; Information Science; Item Analysis; Library Education; *Library Science; Research Methodology; *Scholarly Journals; Serials; Statistical Analysis
IDENTIFIERS- *Bibliometrics; *Journal of Education for Librarianship

This study describes and evaluates key bibliometric patterns in the articles published by the former "Journal of Education for Librarianship" (JEL) during its first 24 volumes of existence from 1960 to 1984. Data from each issue of JEL were collected and analyzed using a statistical analysis software package, SPSSx (Statistical Package for the Social Sciences, Version X). Since becoming a refereed journal in 1971 (volume 12), JEL's scholarliness has increased dramatically--at least insofar as a quantitative indicator reveals. Before 1971, just more than half of all articles contained bibliographic citations. Since 1971, this proportion has grown steadily, and in the 1980s, 9 out of 10 articles were referenced. The number of citations per referenced article has also increased steadily, from 8 before refereeing to 17 in the 1980s. This article includes background information on the issue; a theoretical framework for studying bibliometric patterns; a review of the related literature; conceptual problems and definitions; explanation of data collection methods and procedures; study findings; and a summary and conclusions. Statistical comparisons, numerous data tables, codes, database exclusions, and project costs are appended. (Author/THC)

ED 262 855 JC 850 582

*Radcliffe, Susan K.; Novak, Virginia E.*

Highlights: Follow-Up of 1982 Entrants. Research Report Number 42.

**Howard Community Coll., Columbia, MD. Office on Institutional Research.**
PUB DATE- Oct 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Community Colleges; *Dropouts; Enrollment; *Enrollment Influences; Followup Studies; Questionnaires; *Student Characteristics; Two Year Colleges; *Two Year College Students

In spring 1984, a study was conducted of all students who first entered Howard Community College (HCC) in fall 1982, including those students who were still enrolled three semesters after initial entry (N=354) and those who were no longer enrolled (N=1,045). Two survey instruments were developed and distributed, soliciting information about employment, educational goals, college choice, prior educational experience, reasons for leaving the college, and satisfaction with HCC. Study findings, based on a 55% response rate from those currently enrolled and a 33% response rate from those not enrolled, included the following: (1) students' entry goals were clearly related to continuing enrollment, with students whose goal was to earn an associate degree being much more likely to be enrolled three semesters after entry than those with an unspecified goal; (2) students who were 24 years of age and younger were more likely than older respondents to be still enrolled; (3) of the non-enrolled respondents, 97% were satisfied with the quality of HCC, 39% planned to take courses at HCC in the future, and 36% had earned between 7 and 35 credits; and (4) respondents selected HCC because of convenient location, desired program, and low tuition. Survey instruments are included. (EJV)

ED 262 868 PS 015 364

*Van Cleve, Lois*
Achievement Dynamics in a Single Parent Anglo-American Family: A Case Study.

PUB DATE- 3 Apr 85
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Anglo Americans; Case Studies; Emotional Experience; *Family Characteristics; *Family Environment; Family Influence; Fathers; Moral Development; Mothers; *One Parent Family; *Parent Child Relationship; *Parenting Skills; Socialization
IDENTIFIERS- *Social Interaction

The purpose of this case study was to look closely at one single-parent Anglo-American family, members' daily patterns of living, and psychosocial patterns that may set them apart as an achieving family. The major assumption guiding the research effort was the thesis that home environments of interpersonally competent American youngsters show some rather consistent psychosocial patterns--regardless of race or socioeconomic background. The mother of the family observed was drawn from a volunteer sample of 32 Los Angeles mothers and interviewed in depth regarding her perceptions of present and past family dynamics related to her fourth grade son's school situation, as well as about her family and community network perceptions. The emphasis was on identifying key elements or components of the patterns of social interaction in this family that contributed to this fourth grader's achievement. The study of the emotional family tone, role behavior of the parents and child in a typical day, and socialization processes during leisure and labor events all revealed evidence of a supportive functional environment with these patterns well established. (Author/RH)

*Fennel, Linda*
Constructive Play: Building Symbolic Competence through Physical Activity and Social Interaction.
PUB DATE- Aug 84
NOTE- 25p.; The paper is based on a Master's Thesis, San Jose University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classification; Cognitive Ability; Cognitive Development; Intervention; *Kindergarten Children; Manipulative Materials; Motor Reactions; *Performance Factors; *Play; Pretests Posttests; Primary Education; *Problem Solving; *School Readiness; Serial Ordering; *Verbal Communication
IDENTIFIERS- Metropolitan Readiness Tests; *Social Interaction

Whether physical activity and verbal communication would affect kindergarten students' scores on the Metropolitan Readiness Tests (MRT) was investigated. Twenty subjects were administered Level I of the MRT when they entered kindergarten. For 5 days per week for 4 weeks, the 10 subjects in the experimental group worked at constructive play tasks with various materials. During task activities, subjects worked in pairs which were separated by a barrier completely obstructing their views of each other's constructions. One dyad member gave only verbal information about the object he or she had made to the other whose task was to make an identical object. Discussion and questions were encouraged, but no visual communication between dyad members was allowed. Upon completion of the task, the barrier was removed and subjects were able to compare their constructions, make adjustments in the copy, and agree on the likeness of the two constructions. Control subjects remained in their classroom and were involved in small and whole group lessons. Level II of the MRT was administered as a post-test. Results indicate that, while experimental and control group pretest scores did not differ significantly and both groups posttest scores improved significantly, the experimental group's posttest scores were significantly greater than those of the control group. It is concluded that school readiness may be a more complex phenomenon than the maturity factor alone would indicate. (Author/RH)

ED 262 925 RC 015 430

Wholistic Educational Evaluation for Community Transformation: A Preventative Approach.

**Lethbridge Univ. (Alberta). Faculty of Education.**

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- Apr 84
NOTE- 83p.; For related documents, see RC 014 429-431.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Alcoholism; American Indian Education; *Canada Natives; *Community Involvement; Community Study; *Cultural Context; Curriculum Evaluation; Drug Abuse; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Evaluators; Foreign Countries; *Holistic Approach; Personnel Evaluation; Student Evaluation
IDENTIFIERS- Canada; *Four Worlds Development Project (Alberta)

The document addresses challenges that a developmental and wholistic approach to learning presents in the area of educational screening and evaluation in native communities. The introduction considers the connection between wholistic educational evaluation and alcohol and drug abuse, where to begin, the role of evaluation in learning, and limitations of existing models. The first section reviews the need for evaluation, qualifications of evaluators, and components of evaluation. Next, aspects of evaluating individual students are discussed: screens, pre-school screening process, screening at regular intervals, screening to break a cycle, in-school screening, selection of screening instruments, and areas in which screening is required. Another section examines facility evaluation. A section on curriculum evaluation includes a discussion of what is curriculum, message of the hidden curriculum, evaluating curriculum materials, wholistic curriculum, and sample questions. A section on personnel evaluation focuses on the teacher as hidden curriculum, connection with the community, the teacher as curriculum developer, and sample questions. A section on evaluating the community context covers participatory community research, counterpart training, evaluating community learning, and sample questions. The final section looks at the evaluation team. Appendices contain sample screens, inventories and devices, and present sample guidelines for evaluating curriculum materials. (NEC)

ED 262 676 HE 018 592

*Barber, Elinor G., Ed.*
Foreign Student Flows: Their Significance for American Higher Education. Proceedings of a Conference of the Institute for International Education (Wayzata, Minnesota, April 13-15, 1984). IIE Research Report Number Seven.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
REPORT NO.- ISBN-87206-133-7
PUB DATE- 85
NOTE- 129p.
AVAILABLE FROM- Institute of International Education, Communications Division, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Degrees (Academic); Developed Nations; Developing Nations; *Economic Factors; Enrollment Projections; *Enrollment Trends; Expenditure per Student; Foreign Countries; *Foreign Students; Graduate Study; Higher Education; Majors (Students); *Program Costs; *Student Exchange Programs; Undergraduate Study
IDENTIFIERS- *United States

Sources and impacts of foreign student flows are addressed in two papers from the Institute of International Education's 1984 conference. Summaries of conference sessions and assessments of the meaning of student flows, particularly from the viewpoints of different types of higher education institutions, are also provided. In "University-Level Student Exchanges: The U.S. Role in Global Perspective," Larry Sirowy and Alex Inkeles examine: flows from different kinds of "sending" countries to several "host" countries, policies and country characteristics (e.g., educational, economic, political) that contribute to study in the United States, the impact of foreign students on U.S. higher education, and ways to project future flows of foreign students to America. Data on flows of foreign and American students to U.S. colleges and the average costs of foreign students to different kinds of schools are examined in the second paper: "Flows, Costs, and Benefits of Foreign Students in the United States: Do We Have a Problem?" by Lewis C. Solomon and Ruth Beddow. Trend data for foreign students are examined, including enrollment by student level, field of study, and full- or part-time status; degree attainment; spending levels of colleges by percentage of foreign students; and foreign student subsidy levels and degree attainment. (SW)

ED 262 689 HE 018 761

*Woodrow, James I.*
The Committee Revisited.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Administration; *Committees; Coordination; Group Activities; Higher Education; Information Needs; Leadership Responsibility; Participant Satisfaction; *Participative Decision Making; *Problem Solving; *Teamwork

Strengths of the committee system and its value for colleges and universities are discussed. College committees provide more people with the opportunity to participate in the decision-making process. Leadership is provided to a committee by a chairperson who acts as a facilitator. The value of a committee depends on the scope of its mission, the caliber of its membership, the support it receives from senior administration, and its modus operandi. Functions that committees perform and their strengths are as follows: improving the information-gathering process; dividing the workload between several people and keeping pace with the flow of decision-making needs; creating a sense of ownership among its members; encouraging democratic communication; encouraging coordination among departments; providing a forum to debate issues; improving solutions as a result of the committee process; providing a check and balance system by raising biases or mistakes of a single member; facilitating the acceptance of solutions; providing anonymous solutions on controversial issues; enhancing administrators' awareness of relevant institutional issues as perceived by staff, students, alumni, and others; creating a team attitude; improving professional self-esteem among members; and developing leadership skills. (SW)

ED 262 744 IR 011 381

A Five-Year Plan for Meeting the Automatic Data Processing and Telecommunications Needs of the Federal Government. Volume 1: Planning Strategies.

**Department of Commerce, Washington, D.C.; General Services Administration, Washington, D.C.; Office of Management and Budget, Washington, D.C.**

PUB DATE- Apr 84

NOTE- 82p.; For related document, see IR 011 382.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Automation; *Data Processing; *Federal Government; Information Science; Information Services; *Management Information Systems; *Planning; Policy Formation; *Public Agencies; Systems Development; *Telecommunications

IDENTIFIERS- Information Resources Management

The first of two volumes, this document describes the planning process of a 5-year plan for meeting the telecommunications and automatic data processing (ADP) needs of the federal government, examines the planning efforts of several typical agencies, and explores issues involved in managing new technology as it evolves. For each agency, information is included on expenditures for data processing and telecommunications activities, the purpose for the expenditure, changes in the inventory of federal computers, and the personnel resources used to operate and maintain these systems. In-depth descriptions of seven representative agencies that have instituted agency-wide planning mechanisms to manage their information resources include a description of the agency, its planning approach, overview of the structure and content of the plan, and its evaluation. Agencies include the Federal Aviation Administration, Federal Bureau of Investigation, General Services Administration (GSA), Department of the Interior, Department of Justice, Social Security Administration, and Department of State. The report concludes with a description of a methodology developed by GSA's Information Resources Management (IRM) Planning Support Program; the GSA self-assessment checklist for evaluating the planning process, the plan, its implementation and the maintenance process; and an interim report on the management implications of the new technologies. (LMM)

ED 262 758 IR 011 836

ICCE Policy Statement on Network and Multiple Machine Software.
**International Council for Computers in Education, Eugene, Oreg.**
PUB DATE- 85
NOTE- 16p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software; *Copyrights; Guidelines; Legal Responsibility; *Microcomputers; School Districts; School Policy
IDENTIFIERS- *Computer Uses in Education; *Software Copying

Designed to provide educators with guidance for the lawful reproduction of computer software, this document contains suggested guidelines, sample forms, and several short articles concerning software copyright and license agreements. The initial policy statement calls for educators to provide software developers (or their agents) with a district-level approved written policy statement which includes the responsibilities of both the educator and the school, and lists the responsibilities of the hardware vendor and the software developer/vendor in assisting educators to observe copyright laws and publishers' license agreements. Four attachments contain a suggested school district policy on software copyright, a software policy for a community college with a large microcomputer lab, a suggested format for software licensing, and some technical notes on software encryption for software/hardware vendors. Four articles on computer software copyright conclude the document: "Software Cooyright Interpretation" (LeRoy Finkel); "Computers, Software and the Law" (David G. Novick); and "Right and Wrong in Educational Computing" (David G. Novick). (JB)

ED 262 772 IR 011 852

Accreditation and Authorization of Distance Learning through Telecommunications. Policy Statement.

**Council on Postsecondary Accreditation, Washington, D.C.; State Higher Education Executive Officers Association.**

PUB DATE- 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accrediting Agencies; *Distance Education; Educational Quality; *Evaluation Methods; Guidelines; Institutional Cooperation; Instructional Innovation; Position Papers; Postsecondary Education; *Program Implementation; State Agencies; *Telecommunications; Telecourses

This statement summarizes the results of a 2-year study on assessing long distance learning by telecommunications. Supported by a grant from the Fund for the Improvement of Postsecondary Education, the study focused on the rapid development and use of telecommunications to offer postsecondary education, and the need to ensure the quality and integrity of this instructional activity. After an initial definition of telecommunications instruction, guidelines for telecommunications education are provided in three sections: general principles, procedures, and implementation. The statements on general principles and procedures cover responsibilities of educational institutions, focus of states' authorization and non-governmental accreditation activities, and role of other institutions involved in telecommunications instruction. Specific recommendations are then made for the implementation of these responsibilities, including suggestions for communications between the various participating agencies and strategies for obtaining appropriate recognition from state agencies and accrediting bodies. Concluding remarks call for accrediting institutions to adopt the stated procedures and principles to ensure high quality and integrity of telecommunications instruction. (JB)

ED 262 814 IR 051 325

IFLA General Conference, 1985. Division on Management and Technology. Section on Conservation. Papers.
**International Federation of Library Associations, The Hague (Netherlands).**
PUB DATE- Aug 85
NOTE- 53p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archives; Foreign Countries; International Organizations; Library Associations; *Library Materials; *National Libraries; *Preservation; Prevention; Program Descriptions; Repair
IDENTIFIERS- British Library (England); Deacidification; National Library of Canada; Newberry Library IL

Papers on conservation and preservation which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "Mass Deacidification at the National Library of Canada" (Joyce M. Banks, National Library of Canada); (2) "The National Preservation Office in the British Library" (David W. G. Clements, The British Library, United Kingdom); (3) "Polyester Encapsulation Using an Ultrasonic Welding Machine" (William Minter, Private Book Conservator, United States); (4) "A Preservation Climate: The Achievement of Environmental Standards for Storage at the Newberry Library" (Bonnie Jo Cullison, The Newberry Library, United States); and (5) "Selecting for Conservation--Selecting for Conversion: Some Practical Recommendations for Policy" (Helmut Bausa, Bavarian State Library, West Germany). (THC)

ED 262 911 PS 015 447

*Rodriguez, Irene*
Resolving the Improper Use of Computers at a Selected Elementary School by Providing Computer Training for Teachers.
PUB DATE- Sep 85
NOTE- 124p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; *Course Descriptions; *Elementary School Teachers; Guidelines; *Inservice Teacher Education; Primary Education; *Program Descriptions; Videotape Recordings
IDENTIFIERS- Computer Uses in Education; *Florida (Tampa)

In order to keep pace with society's involvement in computer use, schools must prepare students to live and work in a society that uses computers in nearly all aspects of life. The general goal of this practicum was to develop, implement, and evaluate a plan to develop the proper use of computers in a selected school. A total of 21 primary teachers participated in a 10-month computer training in-service program. The in-service program focused on the use of the computer in the educational setting, basic computer concepts and languages, available educational software, and hands-on experience. It was anticipated that this in-service would increase the amount of time spent on computer education, increase the participants' knowledge of computers, and enable participants to demonstrate the proper use of computers in the educational setting. Evaluation data indicated that standards of performance were met for all objectives. Related materials are appended, including outlines of all 20 training sessions. (Author/RH)

ED 262 562 FL 015 203

*Au, Terry Kit-Fong*
Children's Word-Learning Strategies.
PUB DATE- Aug 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Child Language; Comprehension; *Concept Formation; *Language Acquisition; Language Processing; Language Research; *Learning Processes; Preschool Children; Semantics; *Vocabulary Development

Two studies were performed to determine the process used by young children to figure out the meaning of a new word. It was hypothesized that the children would use one of two strategies: (1) ignore the word and wait for more information, or learn only what is unambiguous about it, or (2) make a reasonable but uncertain guess, quickly setting up relatively complete but sometimes faulty semantic representations for new words. In one study, 3-year-olds were exposed to the word "ecru" using a beige cup with an unusual shape in one of three conditions: contrastive information given, a label only given, and a control condition in which the word "ecru" was not given at all. The children were given a cup identification task and a hyponym task. Results indicated that some children used the latter, error-prone strategy. In a second study, 4- to 8-year-olds and adults were exposed to the same experimental design but heard "ecru" contrasted with "red." Similar results were found: some children and adults use the more error-prone strategy for word learning, and a general bias exists favoring shape and category labels over color. Questions concerning a possible hierarchy of attributes considered by word learners and concerning the situations in which learners need and use linguistic contrast are discussed, and further research is recommended. (MSE)

ED 262 577 FL 015 239

*Briere, Jean-Francois*
Cultural Understanding Through Cross-Cultural Analysis.
PUB DATE- Oct 84
NOTE- 9p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Second Language Programs; Communicative Competence (Languages); *Comparative Analysis; *Cross Cultural Studies; *Cultural Awareness; French; Higher Education; *Intercultural Communication; *Second Language Instruction; Teaching Methods

It is no longer possible to approach the teaching of foreign cultures with an ethnographic and objectivist perspective that allows students to believe in the absolute value of a given definition of culture. The first goal of foreign language and culture teaching is the acquisition of communicative competence in the broadest sense of this expression. Courses offered in foreign language and culture departments should be oriented toward contrastive and comparative analyis of cultures more than they are currently. These departments should see themselves as devoted to intercultural rather than monocultural study. The presentation that seeks to promote admiration for a foreign culture is as detrimental to cultural understanding as is a negative presentation. Awareness, arrived at through questioning of one's own perception of the other culture, is essential. Students should also be made aware that their own culture has instilled in them patterns of perception. Materials designed broadly, for students of all cultures, should be avoided because they do not aid in explicit cross-cultural comparison. Constant feedback involving the student's native culture supports the process of self-reflection. Application of these principles in one comparative French-American culture course was found to satisfy a previously unexpressed need for a more explicit intercultural approach. (MSE)

ED 262 592 FL 015 256

*Fisiak, Jacek, Ed.*

Papers and Studies in Contrastive Linguistics, Volume Nineteen.

**Adam Mickiewicz Univ. in Poznan (Poland).; Center for Applied Linguistics, Arlington, Va.**

PUB DATE- 85
NOTE- 126p.; For other issues of this journal, see FL 015 248-255.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Contrastive Linguistics; Dyslexia; *English; German; *Grammar; Hungarian; Interlanguage; Language Research; Pragmatics; Prepositions; Research Methodology; Second Language Learning; *Sentence Structure; *Structural Analysis (Linguistics); Suprasegmentals; Swedish; Verbs

This issue of the journal includes these papers on contrastive linguistics: "Contrastive Patholinguistics: The Acquisition of English Grammatical Morphemes by German Dyslexics in a Foreign-Language Teaching Context" (Udo O. H. Jung); "Contrastive Pragmatics" (Marie-Louise Liebe-Harkort); "On Questions in English and Swedish" (Kay Wikberg); "On Contrasting the Sentence Stress" (Aleksander Szwedek); "At--A Typically English Preposition" (Hubert Cuyckens); "A Contrastive Analysis of English 'Some' and 'Any' and Their Hungarian Equivalents" (Eva H. Stephanides); "Parameters of Linguistic Stress: An Experimental Contrastive Study" (Wieslaw Awedyk); "The Use of Ergative Verbs by German Learners of English. A Pilot Study into Interlanguage" (Werner Hullen); and "English in Speech and Writing: A Project Report" (Anna-Brita Stenstrom). (MSE)

ED 262 606 FL 015 273

Lingala. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 32p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Lingala; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Africa (Central); *Lingua Francas

The materials status report for Lingala, a lingua franca spoken in central Africa, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Lingala, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 620 FL 015 289

Azerbaijani. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 22p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Azerbaijani; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Iran; USSR (Azerbaijan)

The materials status report for Azerbaijani, the language spoken in the Soviet Socialist Republic of Azerbaijan and in Iran, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Azerbaijani, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 717 HE 018 796

Non-Credit Instructional Activities, July 1, 1984 Through December 31, 1984 with Trend Information for 1983 and 1984. State University of New York. Office of Institutional Research Report No. 20-85.

**State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.**

PUB DATE- Aug 85
NOTE- 352p.; Charts summarizing the contents of noncredit course system reports may not reproduce well.
AVAILABLE FROM- State University of New York, Office of Institutional Research, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Instruction; Conferences; *Continuing Education; Extension Education; Financial Support; Higher Education; Institutes (Training Programs); Intellectual Disciplines; *Noncredit Courses; *State Universities; Student Characteristics; Teacher Characteristics; *Workshops

Information on non-credit instructional activities at the State University of New York (SUNY) is presented, based on the biannual Survey of Noncredit Instructional Activities for July 1, 1984-December 31, 1984. These noncredit instructional activities require registration of participants and have a range of formats (e.g., courses, workshops, seminars, conferences, institutes). These activities are typically organized and administered by offices of continuing education, community service, adult education, innovative studies, and extension services. However, they may be organized and administered by any other division, school, or academic department. Included are summary reports of the number of noncredit activities and registrations by six categories: subject area, target clientele, organizing unit, instructional type, faculty status, and funding source. In addition, trend reports summarize the number of noncredit activities and registrations for four successive SUNY academic terms in 1983 and 1984. All noncredit courses offered at SUNY institutions are also listed by subject area. Noncredit course system definitions are included, along with an explanation of codes used in the survey. (SW)

ED 262 800 IR 051 311

IFLA General Conference, 1985. Division on Education and Research. Section: Round Table on Library History. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 34p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Bibliographies; Curriculum Development; Directories; Foreign Countries; Higher Education; Intellectual History; International Cooperation; *International Organizations; Library Associations; *Library Role; Position Papers; Questionnaires; *Research Libraries; Scholarly Journals
IDENTIFIERS- *Historians

Papers on library history presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "The Historical Role of Libraries in Scholarly Communication" (Pamela Spence Richards, Rutgers University, United States); (2) "Current Bibliographies for Library History: An International Review and a Feasibility Study" (Peter A. Hoare, Nottingham University Library, United Kingdom); and (3) "An International Directory of Experts in Library History" (Michel Albaric, Bibliotheque du Saulchoir, France). This last document is a questionnaire which has been sent to member associations of IFLA, professional institutions, and prominent professionals in the field, in order to locate appropriate experts who should be listed in a directory to be compiled by the Round Table on Library History. (THC)

ED 262 829 JC 850 457

*Doty, Charles R.*
Technical Upgrading.
SPONS. AGENCY- American Vocational Association, Inc., Arlington, Va.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Faculty Development; Literature Reviews; *Professional Development; Program Descriptions; Program Development; *Retraining; *Teacher Improvement; *Technological Advancement; Two Year Colleges; *Vocational Education

Designed for staff development personnel, this paper reviews information and resources on technical upgrading for vocational education faculty, and offers recommendations for the implementation of a staff development program. The paper offers an update on materials published between 1982 and 1984, highlighting a major survey of staff development practices, and a national investigation of technical upgrading of vocational educators. "Principles and Sources for a Model for Technical Upgrading in Community Colleges," an article by Charles R. Doty and Frank Cappelle, is also presented. This report reviews literature on research and development efforts in the field of technical upgrading, types of staff development programs and activities, and the consortia and associations active in the field. In addition, the report offers a series of guidelines for technical upgrading, focusing on obtaining funding; cooperating with business, industry, and labor; gaining commitment to the effort by administrators and faculty; implementing the technical upgrading program; determining the responsibilities of the institutional staff development officer; and ensuring that the needs of the individual faculty member are met. Finally, concluding comments underscore the importance of technical upgrading to the survival of institutions, programs, and individuals. (EJV)

ED 262 939 RC 015 508

*Bender, Lloyd D.; And Others*
The Diverse Social and Economic Structure of Nonmetropolitan America. Rural Development Research Report No. 49.
**Economic Research Service (DOA), Washington, D.C.**
PUB DATE- Sep 85
NOTE- 34p.; Colored maps may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Agriculture; Demography; Employment Patterns; Government (Administrative Body); Income; Manufacturing; Mining; *Policy Formation; Population Distribution; Poverty Areas; Racial Composition; Retirement; *Rural Areas; Rural Development; *Rural Economics; *Social Characteristics
IDENTIFIERS- *Counties; *Diversity (Structural); Policy Analysis

Effective rural development planning depends on facts and analysis based, not on rural averages, but on the diverse social and economic structure of rural America. Programs tailored to particular types of rural economies may be more effective than generalized programs. Because of their unique characteristics, government policies and economic trends may affect these types of rural economies in different ways. This study identifies seven distinct types of rural economies grouped at the county level: (1) counties primarily dependent on farming, (2) counties primarily dependent on manufacturing, (3) counties primarily dependent on mining, (4) counties specializing in government functions, (5) persistent poverty counties, (6) Federal lands counties, and (7) retirement settlements. Descriptions of each county group summarize selected characteristics important to understanding the course and consequences of economic development. Maps illustrating the location of counties in each group and tables of selected characteristics for each group are included in the text; tables in the appendix compare county groups by urbanization class, population, racial and ethnic composition, income, age, employment, family situation, and income source. (LFL)

ED 262 634 FL 015 309

*Parker, Leann, Ed.*
Bilingual Education: Current Perspectives. Volume 5, Synthesis.
**Center for Applied Linguistics, Arlington, Va.**
PUB DATE- 78
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education; Children; Court Litigation; Curriculum Development; *Educational Objectives; Federal Aid; Federal Legislation; Financial Support; *Government Role; *Interdisciplinary Approach; Material Development; Non English Speaking; Policy Formation; Politics of Education; Program Effectiveness; *Program Implementation; *Public Policy; Second Language Learning; State of the Art Reviews; Student Needs
IDENTIFIERS- Bilingual Education Act 1968; Lau v Nichols

Four papers resulting from the fifth of a series of conferences on bilingual education are presented. "Current Perspectives" (L. Leann Parker, Shirley Brice Heath) discusses the status of bilingual education policy and related issues, including the problems of definition and goals, assessing bilingual education's effectiveness, program implementation, impact on English usage, foreign language use, and minority language communities. "At the Crossroads" (Rudolf C. Troike, Ernest Perez) examines the roles of State and Federal governments in bilingual education and alternatives to current practices in national legislative planning, research, program evaluation, student language assessment, and curriculum materials development. "Toward a Cross-Disciplinary View" (Roger W. Shuy) explores the interrelationships between bilingual education and other fields, including law, the social sciences, and education, and recommends a cross-discplinary approach to program development, implementation, and evaluation. "Thoughts on Non-English Speaking Children" (Lily Wong Fillmore) argues that children's various needs for getting and structuring linguistic input must be accommodated individually in bilingual education programs if such programs are to be successful. An extensive bibliography is included. (MSE)

*Konrad, Karl-Ludwig J.*
Maximizing Consumer Video.
PUB DATE- 85
NOTE- 15p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Instruction; *Classroom Techniques; Computer Assisted Instruction; Instructional Materials; Material Development; *Second Language Instruction; *Student Developed Materials; Teaching Methods; *Videotape Recorders

A discussion of the use of readily-available consumer videotape recorders and recordings that second language students can either respond to or dub with their own soundtracks emphasizes the usefulness of authentic recordings not tailored for instructional use. The recordings either originate abroad or are produced by the students. The playback options available on most machines are outlined, and sources for foreign language video cassettes are suggested. Video production skills helpful in producing or using the materials, and the tools available to use with them, are also described. Commonly-found photography equipment is described, and suggestions are given for its use. The differences found in European systems and equipment are described, and methods for bridging the electronic gaps are outlined. An appendix lists sources for cassettes, services, and equipment in both the United States and Germany. (MSE)

ED 262 663 FL 015 344

Bengali. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 124p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Bengali; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Bengali is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

*Boyan, Douglas R., Ed.*
Profiles: The Foreign Student in the United States.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-118-3
PUB DATE- 83
NOTE- 242p.; Supersedes the 1981 edition, ED 224 532.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($22.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Students; Comparative Analysis; *Foreign Countries; *Foreign Students; *Geographic Regions; Graduate Students; Higher Education; *Majors (Students); Masters Degrees; National Surveys; Questionnaires; School Surveys; Sex; Student Characteristics; Undergraduate Students

Results of a 1981-1982 survey of foreign students in the United States are presented. The survey, which accompanied the Annual Census of Foreign Students in the United States, studied country of origin, field of study, academic level, and sex of foreign students. Of the 2,454 institutions that reported foreign students, 1,845 or 75.2 percent provided additional data, reporting on 197,089 individual students. Data on the distribution of students among world regions indicate that in 1981-1982, 32.5 percent were from South and East Asia, followed by the Middle East (22.8 percent) and Latin America (17 percent). Engineering and engineering technologies were chosen by 23.1 percent of the students, while business and management were chosen by 17.9 percent. The data indicate significant differences in choice of field by students from different world regions. In 1981-1982, 49.5 percent of all foreign students were enrolled in bachelor's degree programs, while 35.2 percent were in graduate degree programs and 10.6 percent were in associate degree programs. The overall ratio by sex was 71.5 percent men to 28.5 percent women. Foreign student gender differences by country were also assessed. Appended materials include a comparison of numbers of students found by the additional survey and the Annual Census, data on foreign student enrollment by institution, country codes and field-of-study codes, and the questionnaire. (SW)

*Vogel, Ronald J.; And Others*
Validation of Student and Parent Report Data on the Basic Grant Application Form: Institution Referral Study, Pre-established Criteria Study, Overpayment Recovery. Final Report, Volume 2.
**Applied Management Sciences, Inc., Silver Spring, Md.**
SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 30 Jun 77
NOTE- 220p.; For related documents, see HE 018 812-826.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *College Students; *Disclosure; *Eligibility; Error Patterns; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; Income; Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud

The types and ranges of errors made on applications to the Basic Educational Opportunity Grant (BEOG) program were studied, along with procedures used in recovering overpayments. The objective was to assess the scope and nature of misreporting and misuse of the BEOG program. A 1975-1976 study reviewed cases referred to the U.S. Office of Education by educational institutions. Special attention was given to the reasons for institution referrals, the prevalence of confirmed errors on Student Eligibility Reports (SER), applicant characteristics associated with SER errors, and characteristics of schools sending referrals. Another study investigated a random sample of about 6,000 applicants who were selected based on 1976-1977 applications that were believed to entail errors on Student Eligibility Reports. The "high risk" applicants were selected according to specific criteria, including inconsistencies in taxes paid and reported income on the application; household size was not equal to reported tax exemptions, and SER corrections resulted in Student Eligibility Index changes greater than 250 points. Also assessed was a formal method of identifying overpayment cases and collecting BEOG funds disbursed to ineligible applicants. Statistical findings of the studies are included. (SW)

*Currie, Jean*

Document Delivery: A Study of Different Sources.

**Cornell Univ., Ithaca, N.Y. Univ. Libraries**

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- May 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Citations (References); *Cost Effectiveness; Databases; Higher Education; *Information Retrieval; Information Systems; *Interlibrary Loans; Library Networks; *Library Services; Online Searching; *Online Systems
IDENTIFIERS- Cornell University NY; *Document Delivery Service

Despite technological development allowing fast identification of specific citations and information sources, there is still a significant time lag in obtaining documents not available in a given university library system. In an effort to improve the speed and to identify cost effective means of obtaining documents through interlibrary loan, this study measured the costs of using several different sources of supply in obtaining documents requested at the Albert R. Mann Library, Cornell University. Requests for citations were sent to three sources: a traditional library source via RLIN (Research Libraries Information Network) or ALA (American Library Association) form; a publication-specific source; and a commercial document delivery service. The time taken to receive the documents was measured and compared as well as the costs of handling the requests. Findings are presented in the following categories: preparation; online time and cost; days to receipt; cost of document; hard to locate documents; and whether the document was received. Suggestions for future studies and a possible model for obtaining documents for different types of requests are included. As a result of this study, changes were made in document delivery to improve services to students and faculty using Mann Library. (Author/THC)

*Parnell, Dale*
The Neglected Majority.
**American Association of Community and Junior Colleges, Washington, D.C.**

REPORT NO.- ISBN-0-87117-154-6
PUB DATE- Sep 85
NOTE- 189p.
AVAILABLE FROM- Community College Press, American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($17.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; *Community Colleges; Cooperative Programs; Curriculum Development; Educational Needs; Educational Quality; *High Schools; *Transfer Programs; Two Year Colleges

Designed for high school and community college leaders, this book examines a number of issues related to student success, learning continuity, individual differences, and the lack of community college involvement in secondary education; and offers a proposal for increasing high school/community college program cooperation and coordination. After chapter I examines some dilemmas faced by educators in defining excellence, chapter II looks at the effects of technological, educational, and socio-economic tensions on educational excellence. Chapter III highlights such barriers to excellence as unfocused learning, loss of continuity in learning, failure to accommodate individual differences, and unfounded images about learning. Chapter IV offers a model of careers education as a learner-centered bridge between subject-matter disciplines and the competencies required by modern life. In chapter V, the "Opportunity with Excellence" philosophy is proposed as the basis for the community college mission, and a policy statement for the associate degree is presented as developed by the American Association of Community and Junior Colleges. After chapter VI underscores the importance of cooperation and coordination between the high school and the community college, offering examples of successful efforts around the nation, chapter VII delineates the assumptions and characteristics of a 2 + 2 Tech-Prep/Associate Degree Program, which blends the liberal and practical arts in a coordinated program that begins during the last 2 years of high school and culminates with an associate degree. Finally, suggestions for cultivating excellence are presented. (LAL)

ED 262 856 JC 850 589

*Martin, Donna M.*

Relationship of Motivational Differences of Male and Female Community College Students to Academic Achievement.

PUB DATE- 85
NOTE- 92p.; M.A. Thesis, University of Missouri-Kansas City.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; Community Colleges; Females; Learning Motivation; Males; *Performance Factors; *Student Motivation; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Martins Motivational Profile

A study was conducted at a mid-western community college to determine motivational profile differences between high and low achievers. The study population of 71 full-time, degree-seeking students in the school of arts and sciences was divided into a high achieving group with grade point averages (GPA's) of 3.85 and above, and a low achieving group with GPA's of 1.0 or below; and was tested using Martin's Motivational Profile. Study results included the following: (1) positive motivational sources, such as pleasure with performance, happiness, and good prior performance, had no significant impact on academic performance; (2) low achieving males scored highest in overall positive motivational sources, while low achieving females scored lowest; (3) females in both high and low achieving groups had significantly higher negative motivation scores than males; (4) among both male and female low achievers, negative motivation was almost twice that of the high achievers; (5) overall energy levels were significantly higher in low achievers than in high achievers; (6) the group with the lowest depression level was the high achieving males and the group with the highest depression level was the low achieving males; (7) anxiety levels were significantly higher in low achievers; (8) women in both groups manifested a significantly greater level of fear than males; (9) negative conflict scores were significantly higher in low achievers; and (10) frustration levels were significantly higher in low achievers. The study report includes the motivational profile instrument as well as raw data and ANOVA tables for the motivation factors. (LAL)

ED 262 869 PS 015 365

*Taylor, Angela R.; Asher, Steven R.*

Goals, Games, and Social Competence: Effects of Sex, Grade Level, and Sociometric Status.

**National Inst. of Child Health and Human Development (NIH), Bethesda, Md.**

PUB DATE- Apr 85

NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

GRANT- NICHHD-HD-05951

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; Child Development; Elementary Education; *Elementary School Students; Factor Structure; *Goal Orientation; Individual Differences; *Interpersonal Competence; Item Analysis; *Peer Relationship; Questionnaires; Sex Differences; *Test Construction

IDENTIFIERS- Conceptual Frameworks; Social Interaction; Sociometric Status

A series of studies was conducted to investigate the nature of children's goals and the role of goals in children's competence in peer relations. First, a conceptual framework was devised which consisted of eight goal types reflecting social-interpersonal and task-related achievement aspects of game playing: task mastery, approach-oriented performance, avoidant performance, rule-oriented, approach-oriented relationship, avoidant relationship, self-protection, and dominance goals. Second, a 50-item, game-playing goals questionnaire was constructed. Items represented each of the eight goal types. In an initial study, the goals questionnaire was administered to 529 third- through sixth-grade students. Factor analysis revealed a four-factor solution and suggested four goal types: performance, relationship, avoidance, and rule-oriented goals. Replication studies involving 369 fifth- and sixth-graders and 575 third- through sixth-grade students produced results similar to those of the initial study, but with a weaker rule-oriented factor. The second replication explored the use of Harter question and Likert scale formats. Also examined were indexes of item variability and endorsement frequencies for items. In addition to sex differences in goal orientations, grade level and sociometric status differences in children's game-playing goals were found, with the positive contribution of relationship goals and the negative contrbution of performance goals to peer status declining over grade. A table and several figures complete the paper. (RH)

ED 262 882 PS 015 386

*Young, Kathryn T.; Zigler, Edward*
Infant and Toddler Day Care: Regulation and Policy Implications.

PUB DATE- 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Certification; Child Caregivers; *Day Care Centers; Early Childhood Education; Educational Environment; Educational Quality; *Federal Legislation; Federal Regulation; *Infants; National Surveys; Personnel; Policy Formation; Program Evaluation; Psychological Needs; Quality Control; *State Legislation; State Standards; *Toddlers

This paper examines existing federal and state standards for the group care of infants and toddlers and offers suggestions for realistic and constructive child care policy for children and families in the 1980's. Particularly emphasized are the effects of day care environments on the psychological development of infants and toddlers and the differences between licensed and unlicensed child care facilities. Initially, a review of research which supports the necessity of day care standards is presented. Next, the current day care regulations at the federal and state levels are compared and data tabulated for individual state listings for staff and child ratio, group size, staff training, program content of child care centers, entry age, staff qualifications, and other factors). An analysis of existing regulations is provided which reveals deficiencies in the existing state day care regulations in mandating a safe and healthy day care environment for infants and toddlers. Finally, child care policy implications are discussed, including the need for enactment of Federal standards for day care, a national conference on day care, a government funded cost analysis of quality day care for the consumer, a national day care clearinghouse, the need for paid infant care leave, and parent education in selecting day care programs. (DST)

ED 262 897 PS 015 411

*Browne, Gayle; And Others*
Culture and Children.
**Texas State Dept. of Human Resources, Austin.**
PUB DATE- Aug 84
NOTE- 141p.
AVAILABLE FROM- Media Distributors, 151-E, Texas Department of Human Resources, P.O. Box 2960, Austin, TX 78769 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clothing; *Cultural Activities; *Cultural Awareness; Cultural Differences; *Cultural Education; Curriculum Guides; Early Childhood Education; Ethnic Relations; Family Life; Food; Games; Holidays; Puppetry; Story Telling; Teaching Guides; Toys; *Young Children
IDENTIFIERS- *Texas

Developed by the Texas Department of Human Resources' Child Development Division, this guide supports and encourages the integration of cultural diversity into children's programs; furnishes basic information related to race, ethnicity, and culture; and briefly considers some issues associated with the concepts. While not dealing in depth with all Texas heritages or with individual programs, the guide samples activities and resources which focus on positive cultural experiences for children and provides direction for caregivers developing such programs. Part I, "Basic Considerations," presents the relationship between culture and the child's personality development. It explores the role that culture plays in learning and the importance to the child of the relationship between home and the child's day care program. The role of the family as a cultural unit is examined, and six cultures are presented in depth. Part II, "Enriching the Environment," discusses the importance of the environment in multicultural programs, explores such diverse topics as displays, clothing, toys, and food, and emphasizes ways teachers can develop their own unique environment in the classroom. Part III, "Communication," discusses the use of communication in creating pride in the unique features of other cultures, similarities between cultures, removing prejudices about traits and traditions, and involving the five senses so children will build a memory bank of cultural experiences. The areas explored are language, literature, music, dramatics, games, and festivals. Part IV, "Resources," suggests many community groups and organizations as resources for children's multicultural experiences. A nine-page bibliography ends the guide. (DST)

ED 262 926 RC 015 431

# Reaching for Wisdom: An Annotated Bibliography for the Prevention of Alcohol and Drug Abuse.

**Lethbridge Univ. (Alberta). Faculty of Education.**
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 84
NOTE- 80p.; For related documents, see RC 014 429-430.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Alcohol Education; Alcoholism; American Indian Education; Behavior Development; *Canada Natives; Drug Abuse; *Drug Education; Elementary Secondary Education; Foreign Countries; Health Education; Individual Development; *Instructional Materials; Nutrition; *Prevention; *Resource Materials
IDENTIFIERS- Canada; Fetal Alcohol Syndrome (Alberta)

A product of the Four Worlds Development Project which is dedicated to eliminating alcohol and drug abuse in Canadian Native societies by 2000, the annotated bibliography cites more than 275 resources dealing with the prevention of alcohol and drug abuse. Subject categories include adolescent alcohol and drug abuse, children of alcoholics, fetal alcohol syndrome, health, nutrition, and education and human development. A separate section cites 95 publications of 10 alcohol and drug information organizations. Curriculum materials are arranged by age level from elementary through adult. Listed alphabetically by title under subject categories, citations provide bibliographic information about title, author, publisher, date and place of publication, plus an abstract and audience recommendations. While the bibliography contains no table of contents or indexes, cross reference notes at the end of many sections indicate the categories and pages where related materials are listed. The resources include books, handbooks, textbooks, pamphlets, articles, posters, manuals, curriculum materials, and videos. (NEC)

ED 262 690 HE 018 762

*Villanova, Peter; Bownas, David A.*
Dimensions of College Student Stress.
PUB DATE- 84
NOTE- 12p.; Paper presented at a Conference of the Southeastern Psychological Association, 1984.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; *College Students; Death; Financial Problems; Grief; Health; Higher Education; *Individual Needs; Interpersonal Relationship; Place of Residence; Sexuality; State Universities; *Stress Variables; *Student Adjustment; Student Attitudes; Student Evaluation; Student Mobility

Perceptions of college students concerning the level of stress they experience from 25 potential stressors were studied. The sample consisted of 198 students from Virginia Polytechnic Institute and State University. Based on a principal factors analysis with varimax rotation, seven stress-source factors were identified: (1) academic content, (2) interpersonal relationships and health, (3) financial security, (4) relocation and residence, (5) recent death of a family member, (6) sexual relationships, and (7) academic context (campus parking, dealing with the university administration, and relations with instructors). It was found that students perceived academic and monetary factors to be the most intense stressors, and relocation and present residence along with interpersonal relationships and health as being less stressful. These results do not speak to the persistence or duration of these stressors; it is likely that they vary along a temporal dimension as well. Some of the presently more intense stressors may be relatively incidental to long-term outcomes due to their infrequency and/or lack of duration (e.g., impending test). (SW)

ED 262 759 IR 011 837

*Moursund, David; And Others*

The Computing Teacher. Selected Articles on Computer Literacy.

**International Council for Computers in Education, Eugene, Oreg.**

PUB DATE- 85
NOTE- 38p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; Databases; Equal Education; Instructional Material Evaluation; *Microcomputers; Problem Solving; Skill Development; Teacher Education; Teaching Methods
IDENTIFIERS- *Computer Uses in Education

This document consists of a compilation of nine articles, on computer literacy, that have been extracted from the 1984-1985 issues of the journal "The Computing Teacher". The articles include: (1) "ICLEP (Individual Computer Literacy Education Plan): A Powerful Idea" (David Moursund); (2) "Computers, Kids, and Values" (Stephen J. Taffee); (3) "Educational Software Reviews: Where Are They?" (Steven Brown, George C. Grossman, and Nicola Polson); (4) "Preparing Computer-Using Educators" (Margaret L. Moore); (5) "Making the Computer Neutral" (Jo Shuchat Sanders); (6) "Databasing in the Elementary (and Secondary) Classroom" (Kathy Pon); (7) "A Road Atlas for Computer Literacy and Teacher Training" (William E. Baird); (8) "Problem Solving with Data Bases" (Beverly Hunter); and (9) "Starting from Square 1" (Norma C. Piper). Sources for educational software reviews, including review journals and reports, educational computing journals, educational periodicals, and other sources are listed by Brown, Grossman, and Polson, and computer education guidelines for teacher certification and elementary, secondary, and administrator computer literacy competencies are suggested by Moore. (JB)

ED 262 815 IR 051 326

IFLA General Conference, 1985. Division on Management and Technology. Round Tables for the Management of Library Associations, Editors of Library Journals, and Audiovisual Media. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 82p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audiovisual Aids; Foreign Countries; *Institutional Administration; International Organizations; *Library Associations; *Library Materials; National Programs; *Nonprint Media; Periodicals; Position Papers; Program Descriptions

IDENTIFIERS- *Universal Availability of Publications

This document includes papers presented at three round tables at the 1985 International Federation of Library Associations (IFLA) conference. Papers from the Round Table on Management of Library Associations include: (1) "Political Persuasion of Library Associations for the National Development of Libraries. The View of the Scandinavian Library Associations" (M. Torngen, Sweden); (2) "Persuading Politicians to Support U.S. Libraries" (Eileen D. Cooke, United States); and (3) "The Role of the Polish Librarians Association in Creation of Library and Information Policy in Poland" (Stefan Kubow, Poland). Mary Niles Maack (United States) presented a paper at the Round Table for Editors of Library Journals entitled "The Literature of Librarianship in Francophone Africa." Two papers presented at the Round Table on Audiovisual Media are included here: "Universal Availability of Non-Book Materials in Australia" (Paul T. McNally, Australia) and "UAP (Universal Availability of Publications) and Audiovisual Materials" (Maurice B. Line, United Kingdom). (THC)

ED 262 912 PS 015 448

*Kozubal, Diane K.*
Identification of Restrictive Computer and Software Variables among Preoperational Users of a Computer Learning Center.
PUB DATE- Aug 85
NOTE- 67p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; Cognitive Ability; *Computer Software; *Coordination; *Design Requirements; Display Systems; Kindergarten; *Kindergarten Children; Parent Attitudes; *Student Behavior; Student Needs; Teacher Behavior
IDENTIFIERS- Preoperational Thought; *Software Design

While manufacturers have produced a wide variety of software said to be easy for even the youngest child to use, there are conflicting perspectives on computer issues such as ease of use, influence on meeting educational objectives, effects on procedural learning, and rationale for use with young children. Addressing these concerns, this practicum aimed to identify restrictive computer and software variables which increase the need for adult assistance, fail to complement the young child's mental schema, or limit spontaneous interaction. Data were collected on the availability of computer experiences away from school, use at home, and parental attitudes toward the inclusion of computers in an early childhood curriculum. Kindergarten children were observed at a computer learning center during a regularly scheduled free choice activity period. Observational data were collected on grouping characteristics, time on task, software operations, user interactions, sensory response manipulations, requests for assistance, and restrictive variables. The practicum revealed a need to coordinate contemporary philosophies of education with professional censure and the technological expertise of programmers, and to develop modified programs for young children which incorporate picture menus, consistent keyboard formats, uncluttered screens, error accounting, and contemporary letter/numeral configurations. (Author/RH)

ED 262 563 FL 015 204

*Budwig, Nancy*
I, Me, My and 'Name': Children's Early Systematizations of Forms, Meanings and Functions in Talk about the Self.
PUB DATE- Aug 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Child Language; *Concept Formation; Developmental Stages; Infants; *Language Acquisition; *Language Patterns; Language Research; Nouns; Preschool Children; *Pronouns; *Semantics; Sentence Structure
IDENTIFIERS- *Names; *Self Reference (Language)

Data drawn from videotapes of children aged 20 to 32 months were analyzed for patterns in the use of various self-reference forms at an age when children rarely refer to others compared to their use at an age when children more regularly refer to others as main participants. First, the distribution of the forms "I," "me," "my," other-reference, and personal names was examined. The contrastive use of pronominal self-reference forms based on the transitivity parameters of their use in the subject position was then analyzed. It was found that among the younger, more ego-anchored children, utterances containing two participants and referring to completed actions and intentional behavior were more likely to contain "my" than "I." In contrast, "I" was found most often in utterances expressing the child's experiential states and intentions. The pattern was not found among older, nonego-anchored children, who used "I" when referring to themselves as causal agents as well as in experiential expressions. The ego-anchored children also used "me" in initial utterance position, as a subject affected by action. Nominal self-reference generally occurred in acts of naming, identifying, and describing, and with gestures. Contrast in the use of nominal versus pronominal forms of self-reference is suggested as a subject for further study. (MSE)

ED 262 578 FL 015 240

*Bosch, Rafael*
Literature and Cultural Perspectives.

PUB DATE- Oct 84
NOTE- 14p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cross Cultural Studies; Culture; Higher Education; Intercultural Communication; *Language Styles; *Literary Styles; *Literature Appreciation; *Second Language Instruction; *Sociocultural Patterns; Spanish; Teaching Methods

References and scenes from literature that portray objectively the social elements and patterns of a culture are recommended to teach readers about typical situations and modes of behavior. This is a way of introducing the reader not only to common sociocultural patterns, but also to the cultural traits peculiar to situations that are characteristic of a place or a historic period. The content that the reader must interpret can be categorized and seen from different angles. While references to old or well-established sociocultural patterns are important, it is equally important to look at patterns that point to change in the future. Literary references to cultural aspects may concern social organization, institutions, customs, ideas, traditions, new trends, national psychology or the psychology of the different peoples of a state, manners of frequent behavior, and old and new tendencies of the language. The picture presented by the author is taken to be objective, but not necessarily neutral. When literature is used to teach language, the different uses of language should be distinguished, including the language of the author, narrator-researcher, narrator, witness, narrator-witness who is also the protagonist, narrator-researcher who has gathered and interpreted the accounts of several characters, the characters themselves, and combinations of these options. (MSE)

*Kalogjera, Damir; Vilke, Mirjana*
The English Modals and Their Equivalents in Serbo-Croatian, with Pedagogical Material. New Studies Series, Volume 1.
**Zagreb Univ. (Yugoslavia). Inst. of Linguistics.**
PUB DATE- 82
NOTE- 177p.
LANGUAGE- English; Serbocroatian
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Contrastive Linguistics; *English; Generative Grammar; *Grammar; *Interference (Language); Interlanguage; Language Patterns; Language Research; Linguistic Theory; Second Language Learning; Semantics; Sentence Structure; *Serbocroatian; Structural Analysis (Linguistics); Teaching Guides; *Verbs
IDENTIFIERS- *Modal Auxiliary Verbs

Part of a 20-year Yugoslav Serbocroatian-English Contrastive Project, this study is intended to make students, teachers, textbook writers, and scholars aware of elements in the system of English modals that might cause difficulties to the native Serbocroatian-speaking learner of English. An eclectic method of contrastive analysis consisting of three steps was applied: collecting facts about the meaning and structure of English modals, linking them with corresponding information about Serbocroatian verbs felt to be their counterparts, and looking for positive and negative interference resulting from similarities and differences in the two systems. The first seven chapters look at some general grammatical and semantic features of the modals, and the last chapter treats individual modals (shall, should, will, would, can/could, may/might, must, have to, ought to, am/are/is + to, need, dare, and used to) by stressing features that seem important for teachers and other interested parties. Bibliographies and a chapter on teaching modals to Serbocroatian speakers who are learning English are included. (MSE)

Pashto. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 64p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Official Languages; *Pashto; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Afghanistan

The materials status report for Pashto, the national language of Afghanistan, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Pashto, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 677 HE 018 595

*Adams, Mary Ellen, Ed.; And Others*
Open Doors: 1983/84. Report on International Educational Exchange.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-131-0
PUB DATE- 84
NOTE- 180p.; Some tables may not reproduce well due to small print.
AVAILABLE FROM- Institute of International Education, Communications Division, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Background; *Enrollment Trends; Foreign Countries; *Foreign Students; *Geographic Distribution; Higher Education; Intensive Language Courses; *International Educational Exchange; Majors (Students); National Surveys; Private Colleges; Questionnaires; State Colleges; *Student Characteristics; *Study Abroad; Two Year Colleges

Results of the 1983-1984 census of foreign students in the United States are presented. In addition to an overview of foreign study in the United States and other countries, data are provided on students' nationality, academic characteristics, personal characteristics, distribution by state, distribution in two- and four-year institutions, and in public and private institutions, institutions with the most foreign students, expenditures for living costs, intensive English language programs, and study abroad. Appendices provide information on: foreign student enrollments by institution and state for 1982-1983 and 1983-1984; foreign student detailed nationality data by region (i.e., extrapolated count, base numbers, percentage distribution, and percentage change); detailed field of study categories; codes for countries by continent and subregion; states within U.S. regions; foreign student enrollments in intensive English language programs by program and location; and the number of U.S. college-sponsored study abroad programs, 1982-1983, by region/country as well as by number of students by sex and field of study. Information on data collection procedures and sources of data is included, along with a questionnaire. (SW)

A Five-Year Plan for Meeting the Automatic Data Processing and Telecommunications Needs of the Federal Government. Volume 2: Major Information Technology Systems Acquisition Plans of Federal Executive Agencies, 1984-1989.

**Department of Commerce, Washington, D.C.; General Services Administration, Washington, D.C.; Office of Management and Budget, Washington, D.C.**

PUB DATE- Apr 84
NOTE- 378p.; For related document, see IR 011 381.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Automation; *Data Processing; *Federal Government; Information Science; Information Services; *Management Information Systems; Planning; Policy Formation; *Public Agencies; *Purchasing; Systems Development; *Telecommunications
IDENTIFIERS- Department of Education; Information Resources Management

This volume, the second of two, presents and analyzes the information technology acquisition plans of the Federal Government by agency and component. A brief description covers the outlays planned for major information technology acquisitions of general purpose data processing and telecommunications systems, facilities, and related services for 6 years beginning in Fiscal Year 1984 for four major budget categories: national security and international affairs; economics and government; human resources, veterans, and labor (including education); and natural resources, energy, and science. For each of these categories, the planned acquisitions of individual agencies are listed by item with the funding allocation and a brief description. Exhibits summarize planned procurements by agencies, the distribution of planned expenditures by major budgetary category, and the relative proportion of 6-year outlays planned for information technology procurements for each agency. An agency index is included. (LMM)

ED 262 773 IR 011 853

*Bull, A. Vivien*

PSI Students' Need for Class Interaction and How to Satisfy This Need.

PUB DATE- Oct 84
NOTE- 13p.; Paper presented at the International Society for Individualized Instruction Conference (Atlanta, GA, October 18-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *French; *Individualized Instruction; *Learning Strategies; *Pacing; Questionnaires; *Second Language Instruction; Student Attitudes; Surveys; Teaching Methods; Textbooks
IDENTIFIERS- *California State University San Bernardino

A study was conducted at the California State University, San Bernardino, to determine how best to conduct elementary, intermediate, and advanced courses in French via self-paced learning. A questionnaire was given to current students and to alumni who had taken at least one self-paced course in French to assess their opinions on existing methods of instruction. Findings indicated that 94% felt that existing small self-paced classes helped them adapt to college life; 98% expressed surprise that the instructor "cared enough" to be available often; and 61% remarked that before entering a self-paced class they had not realized that learning depended upon them, and that this realization had changed their whole attitude toward their academic life. Although most students do not purposefully choose the self-paced approach and initially have problems directing themselves, its popularity is increasing. Advantages to the instructor include a knowledge that the material has been mastered before a new topic is introduced; for students, the discipline, organization of time, and acceptance of responsibility will carry over to traditional courses. Supporting materials provided include descriptions of materials used in the course, the organization of the class schedule, and a class session. (JB)

# ED 262 801 IR 051 312

IFLA General Conference, 1985. Division on Education and Research. Section on Library Theory and Research. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 74p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Community Information Services; Foreign Countries; Higher Education; *Information Needs; *Information Services; *International Organizations; Library Administration; Library Associations; *Library Education; Library Research; Long Range Planning; Position Papers; Public Libraries; Regional Planning
IDENTIFIERS- Bradford Law of Scatter

Papers on library theory and research presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "Information for Self Reliance and Self Determination: The Role of Community Information Services" (Elaine Kempson, Acumen, United Kingdom); (2) "Relationships between Practice, Education and Research in the Library/Information Sphere" (Marjatta Okko, University of Tampere, Finland); (3) "The Law of Bradford" (Leo Egghe, Limburgs Universitair Centrum, Belgium); (4) "Management and the Conduct of In-House Library Research" (G. G. Allen, Western Australian Institute of Technology, Australia); and (5) "The Role of Information in National Development Planning" (Brian J. Perry, British Library Research and Development Department, United Kingdom). (THC)

ED 262 940 RC 015 509

Indian Health Service: A Comprehensive Health Care Program for American Indians and Alaska Natives.

**Indian Health Service (PHS/HSA), Rockville, MD.**

PUB DATE- 85

NOTE- 32p.; Photographs may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Alaska Natives; *American Indians; *Delivery Systems; *Health Facilities; Health Needs; Health Personnel; Health Programs; *Health Services; Medical Services; Preventive Medicine; Program Descriptions; *Program Effectiveness; Public Health; Rehabilitation; Statistical Data

IDENTIFIERS- *Indian Health Service

Comprehensive health care (preventive, curative, rehabilitative, and environmental) for more than 930,000 eligible American Indians and Alaska Natives is the responsibility of the Indian Health Service (IHS). Since 1955, this agency of the U.S. Public Health Service has made notable progress in raising the health status of Indians and Alaska Natives, following policies outlined in Public Laws 93-638, 94-437, and 96-537. IHS operates 48 hospitals, 72 health centers, 12 school health centers, and more than 500 health stations and clinics which provide primary care, preventive health services, community health nursing, dental services, medical social work, environmental health services, and health education. Over 50% of the IHS staff is of native descent. IHS provides recruitment and career development activities for nurses, community health representatives and aides, technicians, dental/optometric assistants, mental health workers, and nutrition/dietetic workers. The most serious health related problems existing in high proportions among Indians and Alaska Natives are injuries, alcoholism, mental health problems, middle ear diseases, diabetes, nutritional deficiencies, and poor dental health. Other major health concerns are maternal and child health needs, unhealthy environmental conditions, and problems associated with aging. Maps and tables indicate IHS facilities, vital statistics, and services rendered. Photographs and IHS administrative office addresses are included. (NEC)

Mongolian. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 102p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; *Mongolian; Native Speakers; Official Languages; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Mongolia

The materials status report for Mongolian, the official standard language of the Mongolian People's Republic, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Mongolain, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 635 FL 015 310

*Ratanakul, Suchart*

Language Problems Across the School Mathematics Curriculum in Thailand.

PUB DATE- 23 Apr 85
NOTE- 7p.; Paper presented at a regional seminar of the SEAMEO Regional Language Centre (20th, Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; Elementary Secondary Education; Foreign Countries; *Logical Thinking; *Mathematical Vocabulary; *Mathematics Instruction; *Number Systems; *Problem Solving; Reading Skills; Research Projects; Symbols (Mathematics)
IDENTIFIERS- *Language across the Curriculum; *Word Problems

Problems in mathematics instruction in Thailand that are related to language include the simultaneous use of both traditional Thai numerals and Hindu-Arabic numerals, misunderstanding of mathematics problems for cultural reasons, and/or difficulty in understanding problem context. Research has shown that elementary and secondary school children have little difficulty with arithmetic concepts when problems are presented in number form but they do poorly on word problems, indicating that abilities in concept formation in science and mathematics are related to language skills. In some cases, difficulties arise when familiar words are given a different meaning in a mathematical context or when problems are indistinctly worded. The introduction of logic into mathematics instruction has given specific meanings to many simple terms and has provided terms for specific mathematical concepts. However, instruction in logical thinking and accurate communication is the responsibility of all disciplines, with the help of language instructors. Mathematics and language cannot be taught in isolation. (MSE)

*Becker, James E.; Findlay, Rosa-Maria*
Let's Have a Foreign Language Festival...A Big One!
PUB DATE- 85
NOTE- 7p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Activities; *Exhibits; Group Activities; Institutional Cooperation; *Program Implementation; Public Relations; Secondary Education; *Second Language Programs; *Statewide Planning; *Student Participation; Teacher Role
IDENTIFIERS- Iowa

An Iowa high school's experience with producing a biennial statewide foreign language fair is described. The objectives have been to have students enjoy using their second languages, especially with people to whom they have never spoken before, and to enliven the winter months. Every language teacher and student, as well as others on the staff, can participate. Seeking the ideas of all willing teachers, giving the city or state language coordinator a major role, and early, thorough planning have been most effective. Each school is encouraged to provide some entertainment, and students are charged with such tasks as developing slogans and decorations and writing for donations of items. Counterfeit, color-coded money is distributed for barter in a general store. Tri-lingual signs announce the schedule, and other special activities have included providing refreshments in the faculty lounges, a language auction, speech and music contests, a bike race, a Mexican restaurant in the cafeteria, food demonstrations, lectures, strolling professional musicians, and artists doing portraits. The resulting feeling of camaraderie has been unique among student activities. (MSE)

ED 262 664 FL 015 345

Bulgarian. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 100p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Bulgarian; Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Bulgarian is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 718 HE 018 797

*Gill, Wanda E.; Brooks, Cornelia*
Special Services Project Survey Form on Teachers' Characteristics.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Feedback; Higher Education; *Questionnaires; *Rating Scales; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- *Bowie State College MD

An instrument that allows students to rate characteristics they use in selecting teachers is presented, along with a brief literature review on college students' perceptions of faculty. The inventory is designed to provide college administrators feedback on what students perceive to be positive teacher characteristics. For the first part of the instrument, students list the rank order importance of 37 teacher characteristics. The second part deals with the students' actual experiences with their teachers at Bowie State College. Respondents indicate their agreement/disagreement with 50 statements, using five possible responses ranging from strongly agree to strongly disagree. Respondents may also write the name of a teacher as an example for each item. The literature review cites 11 studies that investigated the following topics: research productivity and teaching effectiveness, halo effects in student judgments of teachers, personality traits, mathematics lecturers, class size, and gender factors. (SW)

ED 262 732 HE 018 819

*Vogel, Ronald J.*
Validation of Student and Parent Reported Data on the Basic Grant Application Form: Corrections Analysis Study. Final Report, Volume 4.
**Applied Management Sciences, Inc., Silver Spring, Md.**
SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 24 Oct 77
NOTE- 308p.; For related documents, see HE 018 812-826. Appendices may not reproduce well.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *College Students; *Disclosure; *Eligibility; *Error Patterns; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; Income; Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants

A study was conducted in 1976 of applicants who submitted corrections or amendments to their Student Eligibility Reports (SERs) for the Basic Educational Opportunity Grant (BEOG) Program. The objective was to review the applications corrections process and to determine factors linked to applicants' use of correction procedures. Attention was focused on: characteristics of applicants using and not using the corrections system; types of corrections submitted; types and frequency of data fields corrected; degree of change in Student Eligibility Indices associated with corrections; and significance of various processing comments in terms of the type and frequency of corrections submitted. Applicant variables included: total taxable and nontaxable income, household size, marital status, and the length of time an applicant had been in postsecondary education. It was found that almost 50 percent of all corrections came from applicants reporting incomes over $12,000 a year. Additional findings are reported, along with recommendations, including: BEOG eligibility should not be established for any application that is incomplete or problematic; any SER correction resulting in BEOG eligibility for an applicant whose initial application indicated ineligibility should not be accepted. The appendices contain detailed statistical findings presented in approximately 100 tables. (SW)

ED 262 830 JC 850 508

*Hafer, Nalene; Davis, Steve*
Development of a Career Ladder Mobility Program in Nursing.
PUB DATE- 23 May 85
NOTE- 40p.; Paper presented at the Annual National Conference on Teaching and Excellence and Conference of Administrators (7th, Austin, TX, May 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Career Ladders; Community Colleges; Continuing Education; Nurses; *Nursing Education; Occupational Information; *Occupational Mobility; Program Descriptions; Two Year Colleges
IDENTIFIERS- *New Mexico Junior College

This collection materials describes and illustrates various features of New Mexico Junior College's (NMJC's) career ladder program for nursing. Introductory material outlines the internal institutional factors and external influences from the nursing field that served as the basis for the development and implementation of the career ladder program. The next sections explain the curricular options for articulation students who will transfer to a four-year program, and for generic students who may pursue tracks leading to a nursing assistant's certificate, a Licensed Practical Nurse's (LPN) diploma, or an associate degree in nursing. The paper offers evidence of the success of the program, citing the unique contributions of articulation students (who often have years of actual hands-on clinical experience) and the generic students (who have a strong foundation in nursing theory and process). Finally, articulation efforts with the University of New Mexico are noted. Attachments include: (1) job descriptions and appraisal forms for nursing assistants, LPN's, associate degree nurses (ADN's), and baccalaureate degree nurses; (2) a summary of the steps involved in establishing the career mobility program at NMJC; (3) an outline of the issues involved in translating experience into academic credit; (4) an outline of the role change involved in the transition from an LPN to an ADN; (5) the NMJC mission statement; (6) position statements by the American Nurse's Association and National League for Nursing on educational issues; (7) information on New Mexico's Systems for a Nursing Articulation Program (SNAP); (8) curriculum information; and (9) data on the success of students enrolled in the career ladder program in passing the LPN examination, on enrollment and graduation trends, and on board examination results. (EJV)

ED 262 883 PS 015 387

Development and Utilization of Learning Centers in the Classroom. Teacher/Assistant Teacher Staff Development Materials.

**Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.**

PUB DATE- Sep 85

NOTE- 83p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Classroom Techniques; *Experiential Learning; Grade 1; Grade 2; Individual Instruction; Inservice Education; Instructional Development; Instructional Innovation; *Integrated Curriculum; *Learning Centers (Classroom); Primary Education; Staff Development; Teacher Aides; Teacher Workshops; Teaching Methods

IDENTIFIERS- *Mississippi

This module on developing and using learning centers in the classroom was developed in response to interest voiced by teachers and assistant teachers in Mississippi. Intended to accompany assistant teacher staff development videotapes, the information included in the module is in handout form to be disseminated to the participants by the workshop leader as it is discussed. The patterns and instructions for constructing games (Appendix A-D) for four learning centers contained in this module--Clowning into Reading, the Reading Farm, Circus Math, and Math Zoo--are designed for use during the second semester of the first grade and the entire second grade but may be adjusted to teach or reinforce any concept in any subject area. A supervisor's evaluation instrument has been included. Appendices E (Materials Needed) and F (Bibliography) provide the leader with added resource information to use before conducting the workshop sessions. (DST)

*Tomlinson, Derrick; And Others*
Teaching and Learning at Home: Distance Education and the Isolated Child. Research Series No. 4.
**National Centre for Research on Rural Education, Nedlands (Western Australia).**
SPONS. AGENCY- Queensland Dept. of Education, Brisbane (Australia).
PUB DATE- 85
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Communications; *Childhood Needs; Communications Satellites; Correspondence Study; Curriculum Design; *Distance Education; Educational Radio; Elementary Education; Foreign Countries; *Home Instruction; Learning Processes; Material Development; Parent Attitudes; *Parent Participation; Questionnaires; Student Attitudes; *Tutors
IDENTIFIERS- *Australia; Australia (Northern Territory); Australia (Queensland); Australia (Western Australia); *Isolation (Geographic); School of the Air (Australia)

This report of a study of 36 Australian families involved in distance education suggest ways to improve learning materials and cautions that more needs to be known about how children learn in isolation before new communication technologies can be used effectively. Researchers interviewed parents, pupils, and home tutors--mothers or governesses, observed 68 preschool through year 7 pupils, and evaluated daily lesson diaries. Family characteristics, facilities available for schooling, and qualifications of home tutors varied widely. Found to be important in designing distance education materials were: physical context of schooling, amount of home tutor support, way time was managed, family characteristics, and multiple interactions of home tutors with pupils. Home tutors were found to be crucial in scheduling and structuring schooling, generating enthusiasm and persistence, and mediating between pupils and learning materials. Suggestions to improve distance education include changing assumptions about children's capacity to work independently, home tutor skills, and how materials are integrated in the field; creating more interesting and directional learning materials; and using flexible new communications technologies with clearly assigned functions in the learning process. Tables and figures amplify the text; research instruments, family profiles, and schoolwork schedules make up the appendices. (LFL)

ED 262 691 HE 018 763

*Cross, K. Patricia*
Education for the 21st Century.
PUB DATE- 3 Apr 85
NOTE- 25p.; Paper presented at the Conference of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Graduates; College Planning; *College Role; Continuing Education; *Educational Change; Educational Objectives; *Education Work Relationship; *Futures (of Society); Higher Education; Industry; Job Skills; Lifelong Learning; *School Business Relationship; Trend Analysis

Ways that higher education can best contribute to the quality of life in the twenty-first century are discussed. While higher education is coping with an anticipated lowered demand for traditional services, new educational functions are being assumed by corporations, professional associations, and other noncollegiate providers. Industries provide continuing education for employees because they cannot find viable providers through academic sources. Colleges should be addressing whether and to what extent they wish to serve the industrial sector. Colleges need to question their role (e.g., human development, intellectual growth, academic achievement, career development) and what population is served (e.g., age groups, employers). Industry seems to have adopted the broadest possible goal for their education and training divisions: the development of human resources. The future will require a skilled, adaptable, and innovative labor force and a more flexible, less hierarchical organization of work. Higher education needs to prepare students for active and continuous involvement in their own lifelong education. Students need cognitive skills, motivation, and self-direction. Implications of the current information explosion and skills employers seek in graduates are also considered. (SW)

Student Inventory Data 1984. Uniform Information System.
**Ohio Board of Regents, Columbus.**
PUB DATE- 84
NOTE- 398p.
AVAILABLE FROM- Ohio Board of Regents, 3600 State Office Tower, 30 East Broad Street, Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Groups; College Admission; College Credits; *College Students; Day Programs; *Degrees (Academic); *Enrollment Trends; Evening Programs; Full Time Equivalency; Graduate Students; Higher Education; *Majors (Students); Minority Groups; Place of Residence; Professional Education; Sex; *State Colleges; *Student Characteristics; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *Ohio; Public Colleges

Data on students at Ohio's state two- and four-year colleges are presented for 1984, based on the Ohio Board of Regents Uniform Information System. For each campus, student enrollments by major field of study and student level are presented. Another section shows the number of students carrying various credit-hour loads by field of study for each campus. Credit loads are also indicated for 12 class levels that comprise the undergraduate, graduate, and professional ranks. Additional data for each campus cover: day and evening enrollments by major field of study; enrollments by age, sex, and class; enrollments by sex, marital status, and living arrangements; enrollments by racial/ethnic groups; enrollments by state and county of residence; full-time-equivalent enrollment by program and level/rank; degrees awarded by program and subprogram; undergraduate and graduate applications and admissions by term, 1983-1984, for each campus; applications and admissions for medicine, dentistry, law, optometry, veterinary medicine; make-up of student body (e.g., first-time degree students entering from high school, continuing students, returning students, transfer students); and type of preparation for newly admitted students to professional programs. (SW)

ED 262 760 IR 011 838

The Computing Teacher. Selected Articles on the use of Microcomputers in Language Arts Instruction.

**International Council for Computers in Education, Eugene, Oreg.**

PUB DATE- 85
NOTE- 46p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; Instructional Material Evaluation; *Language Arts; *Microcomputers; *North American Literature; Programing; Programing Languages; Teaching Methods; Word Processing
IDENTIFIERS- *Computer Uses in Education; Software Reviews

This document consists primarily of a compilation of nine articles, on the use of microcomputers in language arts instruction, that have been extracted from 1983-1985 issues of the journal "The Computing Teacher". Also included are various software reviews from the same period. The articles include: "Keyboarding Skills: Elementary, My Dear?" (Keith Wetzel/includes bibiliography); (2) "Keyboarding--A Must in Tomorrow's World" (Evelyn Kisner); (3) "Problems of Computer Assisted Instruction in Composition" (Robert M. Hertz); (4) "Teaching Literature with the Help of Microcomputers" (Elaine McNally Jarchow); (5) "The Electronic Writing Machine: Using Word Processors with Students" (Karen L. Piper); (6) "Computer Haiku: A Classroom Experiment with LOGO in the Language Arts" (Bates Hoffer and Pat Semmes); (7) "Follow 2--A Theme Commentary Program" (Leigh Howard Holmes); (8) "Bank Street Writer--Does the Tool Define the Process or Vice Versa?" (Randall Boone); and (9) "'But What Do I Write?'--Literary Analysis Made Easier" (Helen J. Schwartz/includes sample course syllabus). The second section of the document contains reviews of seven software programs: (1) KidWriter, (2) Story Maker, (3) Bank Street Story Book, (4) Story Tree, (5) Bank Street Writer (3 reviews), (6) Bank Street Speller, and (7) Quill. (JB)

Excerpts from New York State Education Law, Rules of the Board of Regents and Regulations of the Commissioner of Education Pertaining to Public and Free Association Libraries, Library Systems, Trustees and Librarians.

**New York State Education Dept., Albany. Div. of Library Development.**

REPORT NO.- NYSED-84-7866
PUB DATE- Jan 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - General (130)
DESCRIPTORS- *Academic Libraries; Governing Boards; Higher Education; Library Personnel; *Public Education; *Public Libraries; School Districts; *School Libraries; State Departments of Education; *State Legislation; State Libraries
IDENTIFIERS- *New York

This document includes all pertinent changes in New York Education Law enacted through the December 1984 legislative session, and changes of rules of the Board of Regents and regulations of the Commissioner through the Regents Meeting in December 1984, that pertain to public libraries, library systems, trustees, and librarians. Education Law excerpts reprinted here include: Article 5--University of the State of New York, Part I--General Organization and Part II--Libraries; Article 41--District Meetings, Part I--General Provisions; and Article 51--City School Districts of Cities with Less than One Hundred Twenty-Five Thousand Inhabitants. Session Law--Chapter 348, Laws of 1984 is excerpted. Rules of the Board of Regents excerpted include Part 10--State Library and State Museum and Part 11--Library Extension. Excerpts of Chapter II, Regulations of the Commissioner, Subchapter D--Libraries--Parts 90 and 92, and Subchapter N--Public Records and Department Publications, Parts 185 and 186 are provided. Excerpts from other laws, regulations, and opinions which affect libraries and library systems include: (1) Arts and Cultural Affairs Law; (2) Civil Practice Law and Rules; (3) Civil Service Law; (4) Executive Law; (5) General Municipal Law; (6) Judiciary Law; (7) Legislative Law; (8) New York Printing and Public Documents Law; (9) Not-For-Profit Corporation Law; (10) Public Officers Law; and (11) Senate Finance Law. Other laws relating to library incorporation, trustees, buildings, and employees and a select bibliography conclude the document. (THC)

IFLA General Conference, 1985. Division on Regional Activities. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 27p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Foreign Countries; *Information Sources; *Institutional Role; International Cooperation; International Organizations; *Library Associations; Library Cooperation; National Programs; Program Descriptions
IDENTIFIERS- *Asia; *Yugoslavia

Papers on regional library activities which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "Importance of Information Resources in National Development with Particular Reference to the Asian Scene" (Yogendra P. Dubey, India); (2) "Report of the Activities of the Regional Section for Asia 1984/1985" (J. Soosai, Malaysia); and (3) "The Role and the Importance of a Small Nation's Library Association within the Multinational State" (Martina Sircelj, Yugoslavia). (THC)

ED 262 844 JC 850 561

*Doucette, Donald S.; Teeter, Deborah J.*

Student Mobility among the Public Community Colleges and Universities in the State of Kansas.

PUB DATE- 29 Apr 85
NOTE- 42p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Persistence; Articulation (Education); *College Transfer Students; *Community Colleges; *Educational Mobility; Educational Trends; Higher Education; Longitudinal Studies; Postsecondary Education; State Surveys; State Universities; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Public Colleges

A comprehensive three-part examination of student mobility among the 19 community colleges and 6 state universities in Kansas was conducted in 1984. The study involved coordinated analyses of student databases at the universities to determine selected demographic and academic characteristics of transfer students for 10 semesters from fall 1979 through spring 1984; a survey of former community college students enrolled in these universities in fall 1984; and a retrospective, longitudinal examination of selected groups of native university and community college transfer students. Study findings included the following: (1) enrollment of community college transfers in state universities increased 72% over the 5-year period; (2) community college transfers were slightly younger, earned somewhat higher achievement test scores, and took heavier loads in fall 1983 than in fall 1979; (3) increasing numbers of transfer-oriented students enrolled in community colleges, and greater percentages of community college students subsequently transferred; (4) students were satisfied with the preparation for university work provided by the community colleges and had no major difficulties in transferring; (5) overall, the academic performance of native university students and community college transfers was substantially the same; and (6) native students earned degrees and persisted at rates considerably higher than community college transfers. The study report provides an extensive description of the process of designing and implementing complicated research analyses at the state level by collaborative efforts, and the survey instrument. (LAL)

ED 262 857 PS 014 702

*Lines, Patricia M.*
Treatment of Religion in Public Schools and the Impact on Private Education.
**Education Commission of the States, Denver, Colo.**
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Department of Education, Washington, DC.; Spencer Foundation, Chicago, Ill.
REPORT NO.- LEC-84-1
PUB DATE- Sep 84
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholics; Conflict; Constitutional Law; Court Litigation; *Educational History; Educational Trends; Elementary Secondary Education; Enrollment Influences; Federal Legislation; *Private Schools; Protestants; *Public Schools; *Religion; *Social Change; *State Church Separation; Values
IDENTIFIERS- *Secularism

This paper explores major historical changes in public school values from colonial times to the present and describes the ways such changes have affected private education. Emphasized are values based on religious premises, values that affect the religious beliefs of others, and the impact of both types of values on decisions to leave public schools and affiliate with or establish private schools. Specific topics addressed include (1) the religious prototype for public schools; (2) religious public schools and compulsory education; (3) the impact of private education; (4) public response to successful private schools; (5) the nondenominational movement; (6) early secular influences; (7) persistence of the sectarian and nondenominational religious ethic; (8) the role of the Constitution; (9) religion and the public school today; and (10) impact on private schools. The discussion subsequently focuses on shifts within the private school population, trends in litigation, trends in legislation, and sources of tension between public and private schools. Generally, it is asserted that, while the public schools at the beginning of the 20th century reflected evangelical, Protestant values, today they reflect mostly secular values. The sharp rise in litigation over state regulation in private schools in the 1980s is seen as evidence of new tension between public and private education. It is expected that the courts and legislatures will accommodate Christians who choose to educate their children in private schools. (RH)

ED 262 870 PS 015 366

*Lederberg, Amy R.; And Others*

Stable and Unstable Friendships: An Observational Study of Hearing and Deaf Preschoolers.

SPONS. AGENCY- Texas Univ., Dallas.
PUB DATE- Apr 85
NOTE- 36p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; *Deafness; *Friendship; Peer Acceptance; Peer Relationship; *Play; *Preschool Children; *Social Development
IDENTIFIERS- Normal Children; *Stability (Social Relationships)

In this study, 33 hearing and 29 deaf preschoolers were observed during outdoor free play at their respective schools over a seven-month period in an effort to determine if their friendships were unstable and transitory. Four issues were addressed: (1) the possibility that maintained and non-maintained friends serve different functions (this was examined by describing qualitative and quantitative differences in the play of these two types of friends); (2) the effects of the age, sex, and ethnic composition on the incidence of maintained and non-maintained friends; (3) the stability of friendship groups of social cliques which have been found in preschool classrooms; and (4) the length of time that maintained friendships were continued over a seven-month period. Contrary to past research, the results of this study suggest that maintained friends are at least as important as non-maintained friends during the preschool years. In general, the pattern of results was similar among the hearing and deaf children. The possible differential functions of maintained and non-maintained friends for preschool social development are discussed. (DST)

ED 262 898 PS 015 413

*Levin, James A.*
Computers as Media for Communication: Learning and Development in a Whole Earth Context.
PUB DATE- 8 Jun 85
NOTE- 15p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Elementary Secondary Education; Foreign Countries; Global Approach; *Learning Activities; *Microcomputers; *Networks; News Writing; *Problem Solving; Rural Schools; Science Projects; Social Sciences; Student Projects; Student Research; *Telecommunications; Urban Schools

Educationally successful electronic network activities involving microcomputers and long-distance networks include a student newswire, joint social science projects, and joint science projects. A newswire activity, such as "The Computer Chronicles," can provide a wide range of audiences for writing, a functional environment for reading, and a context for evaluating the writing of oneself and others. Joint social science projects carried out by middle and high school students and teachers at sites in California, Israel, Japan, Alaska, and Mexico have involved students in comparing educational systems across sites, analyzing the news coverage of the "same" event at the different sites, and surveying popular music at the different locations. Joint science projects currently are being organized in which students collect data on some shared problem, jointly analyze the data, and report findings. Not only is this a "functional learning environment" for science instruction, but it also may be a powerful way to teach problem solving. In the longer run, these kinds of joint activities can become a central part of the educational experience. The dynamic support provided by computers and computer networks may make it economically feasible to include an "apprenticeship" model for learning as a central part of our educational system. (RH)

ED 262 913                                                        PS 015 449

*Farrar, Elizabeth B.*

Accelerating the Development of Oral Language of Children of Low Socio-economic Status.

PUB DATE- 85

NOTE- 92p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Development; Compensatory Education; Economically Disadvantaged; *Elementary School Students; Grade 1; *Language Acquisition; Learning Activities; Migrants; *Minority Groups; *Oral Language; Primary Education; Program Development; *Reading Difficulties

IDENTIFIERS- *Florida (Belle Glade); Mean Length of Utterance; Piagetian Tasks; Sentence Repetition Task (Anastasiow and Hanes)

Within the purview of a Chapter One Basic Program, this practicum initiated a 3-month intervention in oral language development for minority group first grade students with language differences and delayed speech who attended Gove Elementary School, Belle Glade, Florida. Goals for students included extension of mean length of utterance (MLU), and growth in general cognitive ability. Goals for the school and the program were: an increase in awareness of the relationship between oral language development and reading and an awareness of the need for a developmental program in oral language. Intervention involved various activities, including rhythms and movement, dramatization, language experience, and sentence patterning. Evaluation data showed an extension of MLU of nearly 34 percent, a growth in function words of 42 percent, and an overall growth in Piagetian seriation, numeration, and discrimination tasks of 19 percent. As a result of the intervention, plans were made to modify the Chapter One Basic Compensatory Program to include language experience and oral language components. Related materials are appended, including diagnostic material such as the Sentence Repetition Technique; Piagetian tasks of discrimination, seriation, and numeration; and descriptions of activities, including Magic Circle, Getting Ready, dictating the shared conversation, sentence patterns, ball rhythms, categories, reading lips, and spontaneous group talk. (Author/RH)

ED 262 564 FL 015 205

*Camarata, Stephen M.; Leonard, Laurence B.*
Young Children Pronounce Nouns More Accurately Than Verbs: Evidence for a Semantic-Phonological Interaction.
PUB DATE- Aug 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Child Language; Comparative Analysis; *Error Patterns; Infants; *Language Acquisition; Language Research; Learning Processes; *Nouns; Phonology; *Pronunciation; Semantics; *Verbs

In a study of very young children's pronunciation of nouns and verbs, ten children aged 20 to 25 months were exposed to experimental nouns and verbs, which had not yet been comprehended or produced by the children. Each of the objects and actions was given an experimental name based on phonemes in the children's speech. These objects and actions were named six times during each child's session. Three of the namings were paired directly with the object or action, and three were in comprehension and production probes. A production posttest was then given, in the same form as the production probe. Two types of response, spontaneous productions during the exposure sessions and responses during the posttest, were analyzed. Without exception, in both spontaneous response and posttest response, the children produced nouns more accurately than verbs, that is, with a higher percentage of correct consonants. This finding suggests an interaction between semantic and phonological domains. Further study of this and other possible language domain interactions is recommended. (MSE)

ED 262 579 FL 015 241

*Urbanski, Henry*
Teaching Languages Through Immersion.
PUB DATE- Oct 84
NOTE- 7p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabic; Chinese; College Second Language Programs; *Communicative Competence (Languages); English (Second Language); French; German; Hebrew; Higher Education; *Immersion Programs; *Intensive Language Courses; Intercultural Communication; Italian; Japanese; *Language Enrollment; Polish; Program Descriptions; Russian; Second Language Instruction; Spanish; State Universities; *Student Motivation; Summer Programs; Weekend Programs; Yiddish
IDENTIFIERS- State University of New York Coll at New Paltz

In response to rapidly falling foreign language enrollments, the State University of New York College at New Paltz designed and actively promoted a language immersion program in the summer of 1981. The program consisted of instruction in twelve languages (Arabic, Chinese, English, French, German, Hebrew, Italian, Japanese, Polish, Russian, Spanish, and Yiddish) at four levels. Students could enroll in any one course or in a sequential combination of two-week sessions of five-day-a-week, five-hour-a-day instruction. Emphasis was on development of conversational ability in practical situations. Class size rarely exceeded twelve. Practice with recorded materials in the language laboratory or at home supplemented classroom work. In 1981-1984, almost 1500 students enrolled, coming from in-state, other states, and foreign countries. In 1981-82, in response to expressed student interest, a series of 12 weekend sessions was begun, each offering 15 hours of intensive language instruction. Student motivation for the short programs was found to be high, and many of the students have enrolled in regular session courses. One major problem in program development has been a scarcity of suitable instructional materials. (MSE)

ED 262 594 FL 015 259

*Edelson, Adelaide*
Teaching English as a Second Language to Incarcerated Aliens.
PUB DATE- Nov 84
NOTE- 50p.; Master's thesis, University of Maryland.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Anxiety; *Correctional Education; *English (Second Language); *Ethnicity; *Foreign Nationals; Institutionalized Persons; *Language Attitudes; Masters Theses; Second Language Instruction; Socioeconomic Influences; Student Motivation; Success; *Undocumented Immigrants

A study of the status of the instruction of incarcerated aliens in English as a second language (ESL) was undertaken to learn what is known about the subject and to determine whether incarcerated aliens have unique learning problems associated with their status as foreign nationals. Information was gathered through interviews with professionals in the field. Their experience suggests that in this group, the only negative factor in English acquisition uniquely tied to their immigration status is an enhanced anxiety level resulting from the threat of deportation or uncertainty of detainment, and from their position as underdogs in the inmate society. Other negative factors, including retention of ethnic attachments and economic disincentives, also affect foreign nationals but are not unique to them. The negative factors are offset by powerful factors promoting acquisition of English; specifically, the need to survive both physically and economically in the criminal justice system and economic incentives. There have been virtually no attempts to define or measure success of ESL instruction with specific regard to incarcerated aliens. (Author/MSE)

ED 262 678 HE 018 651

Self-Study Report for Candidacy. Prepared by Mennonite College of Nursing for the North Central Association of Colleges and Schools.
**Mennonite Coll. of Nursing, Bloomington, IN.**
PUB DATE- Jan 84
NOTE- 139p.; Attachments are not included.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Bachelors Degrees; *Church Related Colleges; College Administration; College Faculty; College Libraries; College Programs; College Students; Educational Facilities; Educational History; Evaluation Criteria; Governance; Higher Education; *Institutional Evaluation; *Nursing Education; School Funds; School Organization; *Self Evaluation (Groups); Student Personnel Services; Upper Division Colleges
IDENTIFIERS- Institutional History; *Mennonite College of Nursing IN

A self-evaluation report by the Mennonite College of Nursing, which is applying for candidacy status with the North Central Association of Colleges and Schools, is presented. Information is provided on the evolution of the program and the program evaluation process, as well as strengths and concerns of the college and plans for further development. After tracing the heritage of the college, including its beginnings in 1919 and its growth into a diploma school of nursing, attention is directed to four accreditation criteria and the efforts of the college to meet each criteria. Areas of concern include: the institutional mission of the college and its parent institution, the Mennonite Hospital Association; governance; organization and administration; faculty; staff support; students; student services; library resources; facilities; the educational program; and financial resources. The mission of the college focuses on professionalism, value affirmations, and balance between the academic and the experiential aspects of the nursing program. As a single purpose upper-division institution, the college integrates and builds upon general education obtained from other postsecondary institutions. Graduates of Mennonite College of Nursing receive a Bachelor of Science degree in Nursing. (SW)

ED 262 746 IR 011 701

# Managing End User Computing in the Federal Government.

**General Services Administration, Washington, D.C.**

REPORT NO.- PB85-136935
PUB DATE- Jun 83
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; *Administrator Role; Administrators; Change Strategies; *Federal Government; Guidelines; *Information Retrieval; Microcomputers; *Online Systems; Pilot Projects; Planning; Policy Formation; *Public Agencies; Systems Analysis; Telecommunications
IDENTIFIERS- *End Users

This report presents an initial approach developed by the General Services Administration for the management of end user computing in federal government agencies. Defined as technology used directly by individuals in need of information products, end user computing represents a new field encompassing such technologies as word processing, personal computers, micrographics, and local networks involving both stand-alone and integrated uses by different classes of users. Descriptions of the components of end user computing and the role of personal computers are provided, followed by discussions of the differences between the new technology and traditional systems, strengths and weaknesses of personal computers, and future problems. A summary of anticipated role changes for executive, oversight, functional, technical, and information resources managers is presented. Management differences as a result of end user technologies are discussed along with the need for a managed environment, new management approaches, managed resources, options available for controlling resources, and development of standards and restrictions. Actions to be taken by the General Services Administration in its government-wide leadership role are also discussed. Guidelines for federal agencies and recommended actions for consideration by agencies are suggested. The latter include policy establishment, strategic planning, agency-wide data rule development, needs assessment and establishment of compatibility standards, evaluation programs, review and approval processes, justification procedures, and support structures. (MBR)

ED 262 774 IR 011 854

Satellite-Based Education. A Preliminary Review of the Feasibility of Satellite-Based Educational Communications Technology.

**New York State Senate, Albany. Senate Education Committee.**

PUB DATE- 1 Feb 85

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Communications Satellites; *Distance Education; *Educational Equipment; Elementary Secondary Education; Information Networks; Instructional Innovation; *Instructional Systems; Public Education; State Programs; Statewide Planning

IDENTIFIERS- New York

The findings of an investigation by the Educational Committee of the New York State Senate on the advantages of satellite-based educational communications technology are summarized. After a brief foreword by the Chairman, the report is divided into three sections: suggestions for utilizing the technology of satellite-based communications; the need for an impetus for a statewide effort of implementation; and provisions for developing a quality educational communications system. The first section provides an overview of educational technology, suggests possible uses for satellite communications for students and educational personnel, and illustrates how a satellite system functions. The next section lists other states that have adopted satellite technology on a statewide basis; describes the components of an advanced system, and discusses communications systems costs, leasing costs, and other options for communications systems. The third section presents five reasons why New York State should adopt a satellite communications system, describes the noneducational benefits of such systems, and projects three future options, including costs, which are available to the state. Several steps are then recommended for the implementation process, including creation of a commission to review existing technology practices and identifying appropriate software and media programs. In conclusion, brief recommendations are made for developing a strategy for the implementation of an advanced educational communications system. (JB)

ED 262 802 IR 051 313

IFLA General Conference, 1985. Division on Education and Research. Section: Round Table on Research on Reading. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85

NOTE- 67p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; Children; Educational Research; Elementary Secondary Education; Foreign Countries; Global Approach; *International Cooperation; International Organizations; *International Programs; Library Associations; Position Papers; Reading Attitudes; *Reading Habits; *Reading Interests; *Reading Research

Papers presented at a roundtable session on research on reading at the 1985 International Federation of Library Associations (IFLA) conference provide an international and historical perspective on reading. They include: (1) "Research on Reading in Czechoslovakia" (H. Kolarova-Palkova, Czechoslovakia), a historical account of the development of reading habits and interests; (2) "Current Research on the Reading Interests of Young People in North America" (Adele M. Fasick, Canada), an examination of the advantages and disadvantages of various methods used to obtain information about young people's reading interests; (3) "IFLA's Round Table on Research in Reading: An Introduction" (Paul Kaegbein, West Germany), a description of the establishment of this IFLA Round Table, its aims and goals, and the results of its first meeting in the spring of 1985; and (4) "The Adolescent Reading Transition: Towards the Definition of a Problem" (Bryan Luckham, United Kingdom), an exploration of issues which might form the basis of an IFLA-sponsored comparative international research investigation into the reading habits of young people. (THC)

ED 262 608 FL 015 275

Slovak. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

PUB DATE- Nov 85

NOTE- 76p.

CONTRACT- 1735-507041

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Official Languages; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

IDENTIFIERS- Czechoslovakia; *Slovak

The materials status report for Slovak, the official language of the Slovak republic in Czechoslovakia, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for reading various languages to English speakers. The report consists of: (1) a brief narrative description of Slovak, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

*Toukomaa, Pertti*
Acquisition of Literacy under Linguistic Minority Conditions: An Example from Scandinavia.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at a regional seminar of the SEAMEO Regional Language Centre (20th, Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Bilingual Education; Bilingualism; Elementary Education; *Finnish; Foreign Countries; *Immigrants; *Language Acquisition; *Language of Instruction; Minority Group Children; *Reading Skills; Second Language Learning; Swedish; Urban Areas
IDENTIFIERS- Sweden

A study of the native language literacy of Finnish immigrant children in Sweden had as subjects the 81 Finnish immigrant pupils in grades 3-6 of a Swedish industrial city. At the time of the study, about 20 percent attended Finnish-medium classes, 34 percent attended Swedish-medium classes, and about 46 percent attended bilingual classes. Native language reading ability and Swedish language skills were measured by reading speed and comprehension tests and a standardized language skills test. Subjects' primary mental abilities were measured by addition, word analogy, visual reasoning, and synonym tests. The teachers' evaluations of the students' Swedish ability were available. The results of comparisons of these factors indicate that the immigrant children generally had poor reading skills in both Finnish and Swedish. In deductive and evaluative reading, the immigrant students did not approach the standard of students in Finland, despite normal results in visual reasoning tests. The relatively best results were in reading speed, suggesting an ability to read quickly without much comprehension. Native language teaching was found to be preferable to bilingual teaching with regard to reading, at least through the third grade. However, parallel second language teaching is recommended, with the formal objective of developing the maximum ability in both languages. (MSE)

*Westphal, Patricia B., Ed.*
Meeting the Call for Excellence in the Foreign Language Classroom. Selected Papers from the 1985 Central States Conference on the Teaching of Foreign Languages.
PUB DATE- 85
NOTE- 159p.; For individual papers, see FL 015 313-329.
AVAILABLE FROM- National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Classroom Techniques; College School Cooperation; Computer Assisted Instruction; Creativity; *Cultural Education; Culture; Gifted; Immersion Programs; Inservice Teacher Education; Instructional Materials; Interdisciplinary Approach; Language Proficiency; Languages for Special Purposes; Listening Comprehension; Mnemonics; Program Administration; Second Language Instruction; Teaching Assistants; Teaching Methods; Testing; Weekend Programs
IDENTIFIERS- *Excellence (Quality)

Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages include: "Research in Creativity and Its Application in the Classroom"; "Teaching Language Through Comprehension"; "The Testing of Proficiency in Listening Comprehension: Guidelines for Teaching"; "Who Should Be Asking the Questions in the Second Language Classroom?"; "Foreign Language for the Gifted: Extending Cognitive Dimensions"; "Memory Hooks and Other Mnemonic Devices: A Brief Overview for Language Teachers"; "Teaching Geography to First-Year Students: Lesson Plans Using More than Maps"; "Increasing the Functional Culture Content of the Foreign Language Class"; "Contemporary Culture: A Model for Teaching a Culture's Heritage"; "Foreign Languages for Business: Career or Culture?"; "From Grave Rubbings to Maximilian's Journey"; "Tools for Creating Foreign Language CAI"; "Maximizing Consumer Video"; "Let's Have a Foreign Language Festival...A Big One!"; "Immersion Weekends: The Next Best Thing to Being There"; "Central Indiana's Foreign Language Collaborative: A NEH Experiment"; and "The French Language Teaching Assistant Program: Pedagogical Techniques and Administrative Problems." (MSE)

ED 262 651 FL 015 327

*Myer, Bettye J.; Wellman, Cheryl A.*

Immersion Weekends: The Next Best Thing to Being There.

PUB DATE- 85
NOTE- 8p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Objectives; Foreign Language Films; French; *Group Activities; Higher Education; *Immersion Programs; Off Campus Facilities; *Program Effectiveness; Scheduling; *Second Language Instruction; State Universities; Student Leadership; *Weekend Programs

A French language immersion weekend housed in an off-campus college lodge and accommodating 12 college students has been successfully implemented by the State University College of New York at Fredonia. The goals of the weekend experiences have been: the development of listening and speaking skills; creation of a cultural atmosphere of the French-speaking world through films, recordings, and group activities; creation of an informal environment for students and faculty to meet to speak French; development of student leadership skills; provision of an opportunity for alumni French teachers in the region and local native French speakers to participate and meet students. Efforts to have participants speak only French have been successful and rewarding for students. Activities have included a treasure hunt, preparation of an authentic French meal, folk-dancing to the music of a faculty group, and an auction of French prizes done with counterfeit French money, which also served to pay penalties for not speaking French. Invitations and announcements were made in French, and students signed contracts binding themselves to speak only French. The most important factors in the program's success seemed to be faculty and student cooperation in creating a relaxed atmosphere supporting the efforts of novice speakers. (MSE)

ED 262 719 HE 018 798

*Scherini, Rose; Thomson, Gregg*
Berkeley Students from 1964 to 1984: What Are the Differences and What Difference Does It Make?
PUB DATE- 85
NOTE- 49p.; Paper presented at the Annual Forum of the Association for Institutional Research (25th, Portland, OR, April 28-May 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Career Choice; *College Students; Comparative Analysis; Conservatism; Goal Orientation; Higher Education; Liberalism; *Majors (Students); National Surveys; *Occupational Aspiration; *Political Attitudes; *Student Attitudes; Trend Analysis
IDENTIFIERS- *University of California Berkeley

Changes in political preferences and personal goals of a national sample of college students and University of California-Berkeley (Berkeley) undergraduates of the 1960s and the 1980s were compared, using the university's freshmen survey and the Cooperative Institutional Research Program's nationwide survey of freshmen. Specific attention was focused on relationships in political preference, life goals, and fields of study for 1973 and 1984 Berkeley freshmen. Findings include: (1) both nationally and at Berkeley, significantly fewer freshmen identified themselves as "liberal" (or "far left") than a decade ago, but the proportion of Berkeley freshmen saying there were liberal remained much higher than the national norm; (2) the sharpest increase in conservatives at Berkeley was among white males, and in 1984 their proportion was higher than the national norm; (3) both male and female Berkeley students were more career-oriented than two decades ago and were more likely to choose "vocational" fields of study such as business administration and engineering; (4) regardless of political orientation or major field, more 1984 freshmen believed it was important to be well off financially; and (5) in 1984 raising a family was seen as more important than 10 years ago, especially by men. (SW)

ED 262 884 PS 015 388

*Haas, Karen S.*
Child Care Is Good Business: A Manual on Employer Supported Child Care.
PUB DATE- 85
NOTE- 27p.
AVAILABLE FROM- CBH Publishing, Inc., 446 Central, Northfield, IL 60093 ($3.00; discount on quantity orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Consortia; Cost Effectiveness; *Day Care Centers; *Employed Parents; Employer Employee Relationship; *Employer Supported Day Care; Financial Support; *Fringe Benefits; Information Services; Job Satisfaction; *Personnel Policy; Program Effectiveness; Tax Credits

Many companies today consider employer-sponsored child care a viable solution to problems facing employees who are also parents. Companies can choose from many program options, each with particular benefits for employer and employees. This manual highlights what is presently happening in employer-supported child care, particularly the cost benefits companies are reporting and the options open to employers. Brief descriptions of several types of program options are given, including the following: resource and referral services, financial assistance, flexible benefits, consortium, and direct services. Also discussed are methods and flow charts for choosing the best program option and tax considerations for both employers and employees. Employer-supported child care has been found to improve productivity and morale, be cost effective, and serve as an excellent recruitment and retainment tool. (DST)

ED 262 941 RC 015 510

*Davis, D. F.*
Language, Migrants, and Power.
PUB DATE- Nov 84
NOTE- 7p.; Paper presented at the IFTE International Seminar (East Lansing, MI, November 11-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Culture Conflict; Ethnocentrism; Foreign Countries; Government Role; *Immigrants; *Migrants; *Multicultural Education; Parent Role; *Public Policy; Second Language Instruction
IDENTIFIERS- *Australia; Tolerance

After three decades of diverse and intense immigration accompanied by a range of well intentioned initiatives by the Australian government to meet the needs of immigrants, there remain unsolved problems. An Australian Institute of Multicultural Affairs evaluation (1982) found major achievements in establishing intensive programs of English instruction for new arrivals, providing grants to ethnic and voluntary organizations to undertake immigrant welfare services, extending telephone interpreter service to several major centers, and introducing multicultural television service in state capitals with highest ethnic concentration. However, the English teaching profession in Australia lacks training and expertise to respond to the wide range of second language learners. The cultural mores of many immigrant parents lead them to place ultimate faith in schools to such an extent that they do not become involved in the curriculum decision-making process that affects their children. Within the fabric of contemporary Australian society there exists a fundamental dissonance between the myopia of monolingualism and a government commitment to community languages and cultural maintenance. The English-as-a-mother-tongue population lacks a sense of community except in reactive recognition of other more tightly knit communities. The levels of tolerance and understanding run low and, despite every humanizing attempt, racism festers. (NEC)

ED 262 565 FL 015 206

*Cho, Sook Whan*

The Effect of Context on Korean Children's Interpretation of the Reflexive Pronoun "caki" (jagi).

PUB DATE- Aug 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Age Differences; *Child Language; Children; Concept Formation; *Context Clues; *Korean; *Language Acquisition; Language Research; Listening Comprehension; *Pronouns; Syntax
IDENTIFIERS- Koreans; Referents (Linguistics); *Reflexives

A study of Korean children's interpretation of the reflexive pronoun "caki" when it precedes a third person noun phrase, that is, in backward anaphora, had as subjects 4- to 11-year-old children living in Korea. Test sentences designed on the basis of two important syntactic aspects in Korean reflexive anaphora--relational hierarchy and backward principle--were presented to the subjects in both neutral and overtly stated topic contexts. The children's identifications of the antecedent were recorded and analyzed. Results indicate that, in general, the topic context had a greater effect on the children's interpretation than did the neutral context, and that the children's sensitivity to the topic contexts increased with age. Unlike previous research results, however, the older children used context more frequently, but with more selectivity. The children's possible formulation of a hierarchy for referents is also suggested. (MSE)

ED 262 665 FL 015 346

Czech. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 166p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; *Czech; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Czech is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 692 HE 018 764

*Lyons, Arthur W.*
Applying Humanistic and Behavioral Principles to Assist High-Risk Freshmen.
PUB DATE- 31 Jan 85
NOTE- 10p.; Paper presented at a Conference of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Advising; Aptitude Tests; Class Rank; College Entrance Examinations; *College Freshmen; *Developmental Studies Programs; Faculty Advisers; Grade Point Average; Higher Education; *High Risk Students; Intervention; Longitudinal Studies; Peer Counseling; Self Esteem; Small Colleges; *Student Development; Study Skills; Test Wiseness
IDENTIFIERS- *Scholastic Aptitude Test

The Experimental Intensive Freshmen Advising Program, which was developed to help high-risk freshmen succeed at a small, four-year liberal arts college, was evaluated. The voluntary, one-semester program is based on humanistic and behavioral principles and incorporates weekly, group meetings with a freshman peer advisor and a faculty adviser, test anxiety workshops, assessment of study and learning modes and needed changes, and group activities to improve feelings of belonging and self-esteem. Students with marginal academic backgrounds were identified based on high school rank and scholastic aptitude test (SAT) performance: combined SAT scores of 789.7 and 826 for the 1979 and 1980 classes, respectively. The control groups, which did not participate in the program, were students accepted during the years 1973-1978 with a combined mean SAT score of 867.6 (five-year control group); and a nonequivalent control group of 1980 students who had combined SAT scores about 75 points higher than program participants. Compared to the five-year and nonequivalent control groups, program participants had significantly higher grade point averages after one semester, after completion of two academic years, and upon graduation. The percentage of participants who persisted to graduation slightly exceeded the college average. (SW)

ED 262 706 HE 018 784

Chancellor's Report, 1979-1983.
**Ohio Board of Regents, Columbus.**
PUB DATE- Dec 83
NOTE- 23p.
AVAILABLE FROM- Ohio Board of Regents, 3600 State Office Tower, 30 East Broad Street, Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Articulation (Education); College Preparation; *College School Cooperation; *Educational Finance; *Educational Quality; *Higher Education; Master Plans; Private Colleges; Remedial Programs; Resource Allocation; *State Colleges; Statewide Planning; Student Financial Aid; Student Placement
IDENTIFIERS- *Ohio

A summary of developments in higher education in Ohio during 1979-1983 is presented by the Chancellor of the Ohio Board of Regents. Information is provided on: public and private college enrollments; full- and part-time enrollments; degrees awarded at public institutions; the number of full-time-equivalent faculty and staff employed by public institutions; physical plant space at public institutions; college operating appropriations by type of expenditure; buying power per student (i.e, instructional subsidies per headcount student); annual student fees for Ohio residents attending public institutions; and the higher education budget. Cooperation between secondary and higher education systems is considered with attention to: remediation studies, college preparation, early mathematics and English placement testing, the Handbook of Ohio Colleges and Universities; and vocational/technical education assessment. Additional topics include: educational quality (e.g., program review, new standards); staff activities to promote linkages with business, industry, and government; new organizations to link urban universities and their communities; the 1982 Higher Education Master Plan; management studies; a revised formula for distributing instructional subsidies; health manpower studies; health professions education; and student financial aid. (SW)

ED 262 733 HE 018 820

*Walters, Pamela Barnhouse; And Others*

Validation of Student and Parent Reported Data on the Basic Grant Application Form: Institution/OE Referral Study, Pre-Established and ACT Criteria Study, Overpayment Recovery. Final Report, Volume 2.

**Applied Management Sciences, Inc., Silver Spring, Md.**

SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.

PUB DATE- 31 Jul 78

NOTE- 382p.; For related documents, see HE 018 812-826. Tables may not reproduce well due to small print.

CONTRACT- 300-76-0354

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accountability; *College Students; *Disclosure; *Eligibility; *Error Patterns; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; Income; Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records

IDENTIFIERS- *Basic Educational Opportunity Grants

The validity of information provided in applications to the Basic Educational Opportunity Grant (BEOG) program was studied, along with procedures used in recovering overpayments. The objective was to investigate misreporting and misuse of the BEOG program. A 1977-1978 study reviewed cases referred to the U.S. Office of Education by educational institutions. Attention was directed to reasons for institution referrals, the mode of case resolution, the impact of the validation process on Student Eligibility Indices, the impact on changes to individual Student Eligibility Reports (SERs) entries, and types of documentation used to support case referrals. Another study investigated a random sample of about 8,000 applicants who were selected based on 1977-1978 applications that were believed to entail errors on SERs. The criteria identified cases in which internal inconsistencies were apparent in the application. In addition, a separate set of criteria for identification of potential misreporters was developed: American College Testing Program criteria that accounted for possible sources of error that had been identified through past validation efforts and studies. The outcomes of the first year of operation of the Overpayment Recovery System were also assessed. Statistical findings of the studies are included in approximately 50 tables. (SW)

ED 262 788 IR 051 299

*Hauck, Philomena; Schieman, Erv*
The Role of the Teacher-Librarian in Alberta Schools.
PUB DATE- Sep 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Elementary Secondary Education; Foreign Countries; Library Administration; Media Specialists; *Principals; Questionnaires; *Role Perception; *School Libraries; School Surveys; Staff Role
IDENTIFIERS- *Alberta; Canada; *Teacher Librarians

This study examines the role of the teacher-librarian as perceived by teacher-librarians themselves and by school principals. The specific problems addressed are: (1) whether there are differences in present perceptions of the teacher-librarian's role by principals and teacher-librarians; (2) whether the two groups have differing perceptions of the teacher-librarian's future role; (3) whether there are differences in the perceptions of the teacher-librarian's role between urban and rural principals and urban and rural teacher-librarians; and (4) whether there are differences in perceptions of the teacher-librarian role among teacher-librarians according to training, years of experience, and time allotment in the library. A list of 79 role statements organized into 7 role segments was derived from the literature and validated by experts. The list was submitted to a random sample of Alberta teacher-librarians and principals who checked each item according to the importance they attached to it. Results of the study disclose that there were significant differences between teacher-librarians and school principals in the importance they would currently attach to the five major role categories: selection, professional development, curriculum and instruction, utilization and promotion, and information services. Differences were also found between urban and rural principals, most notably in the importance they attach to the curriculum and instruction role of the teacher-librarian in the future. Study results are presented in statistical comparisons, numerous tables, and textual commentary. Copies of the questionnaire, study correspondence, and bibliographic references are included. (Author/THC)

IFLA General Conference, 1985. Division on Special Libraries. Section on Administrative Libraries. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 83p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Automatic Indexing; *Databases; Developing Nations; Foreign Countries; Global Approach; Government Libraries; *Government Publications; Information Dissemination; *Information Processing; *Institutional Administration; International Organizations; Library Associations; Library Services; *Special Libraries; Videotex
IDENTIFIERS- Access to Information; India; Nigeria; *Universal Availability of Publications; West Germany

Papers on administrative libraries which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "Administrative Libraries and Universal Availability of Information: Comments from a Developing Country" (Diekolola Awosika, Nigeria); (2) "Automatic Indexing and the Dissemination of Information" (Wolfgang von Keitz, West Germany); (3) "Libraries and the Universal Availability of Information: Is Videotex the Missing Link in Information Services? (International Development, Examples and Perspectives)" (Gary L. Harris, West Germany); (4) "Administrative Libraries and Universal Availability of Information with Special Reference to India" (M. K. Jain, India); and (5) "Literature Data Banks for Institutional Libraries. A Critical Comparison between Conventional Information Media and the Possibilities Offered by EDP (Electronic Data Processing)-Supported Legal Information Systems in Europe" (Gerhard Kruse, West Germany). (THC)

ED 262 831 JC 850 510

*Brozenec, Sally*
Professionalism and Community College Faculty.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Community Colleges; *Group Status; Literature Reviews; Prestige; *Professional Development; *Professional Recognition; Role Conflict; Self Concept; Two Year Colleges
IDENTIFIERS- *Professionalism

Although community college faculty can be identified as a distinct group, it is difficult to completely separate them from their counterparts in the secondary schools and universities. Though time has weakened the links that community colleges once had with secondary schools, there are still many vestiges of those historical ties. However, studies have indicated that the community college faculty tends to identify more closely with university professors. Like secondary school teachers, community college faculty focus on instruction of students; like university faculty, they express the desire to engage in research and scholarly writing, although they seldom do so. The issue of the professional status of community college faculty centers on this duality. Criteria defining professionalism have been long identified, validated, and accepted. It is consistently indicated in the literature that "teachers" have not yet evolved into professionals, although "university professors" have. Community college faculty have made progress toward satisfying the criteria of professionalism, but are often cited as being deficient in the areas of self-governance, the development of a body of knowledge, and the establishment of a communal identity. The major obstacle in the community college faculty's progress toward professional status is the tremendous amount of time that is spent in direct student contact. A second obstacle lies in the bureaucratic structures of the institution itself. Professional associations have also proven to be a barrier, rather than a support, to community college faculty's struggle for professional recognition. A final problem rests in the deficiencies and limitations of inservice faculty development programs. Overcoming these barriers and enhancing the professional process will require changes by the institutions, professional associations, and individual faculty members themselves. (EJV)

ED 262 845 JC 850 562

The Economic Impact of the Kansas Community Colleges on the Counties and State of Kansas, Fiscal 1983-84.

**Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.**

SPONS. AGENCY- Huntingdon County Area Vocational-Technical School, Mill Creek, PA.
PUB DATE- Jan 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Community Colleges; Economic Climate; Economic Research; *Educational Finance; *Expenditures; *School Community Relationship; School District Spending; State Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Economic Impact; Economic Impact Studies; *Kansas

In March 1984, a study was conducted to estimate the tangible, positive economic impact that community colleges in Kansas have both on their local economies and on the state economy. The model used in the study calculated a conservative estimate of the economic impact associated with direct expenditures by the colleges, their employees, and their students, as well as additional indirect business volume generated by these direct expenditures. Study results included the following: (1) total tangible economic impact statewide was $318,947,857; (2) total net economic impact after taxes was $244,127,489; (3) college expenditures totalled $39,732,145, while employee expenditures were $23,558,275 and student expenditures were $64,288,723; (4) the direct impact of the colleges represented $127,579,143 of the total impact, while the additional business volume generated by these expenditures was $191,368,714; (5) the net economic impact of the community colleges on their surrounding counties ranged from $3.6 million to $23.7 million; (6) for each dollar of local tax support received, community colleges returned $4.30 to the local economies; (7) the community college employed 2,352 individuals directly in full-time positions in 1983-84; and (8) overall, student expenditures accounted for 58% of the direct impact of the community colleges. (LAL)

ED 262 871 PS 015 368

*Campbell, Susan B.; And Others*
Family Characteristics and Child Behavior as Precursors of Externalizing Symptomatology at School Entry.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 27 Apr 85
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Onatario, Canada, April 25-28, 1985).
GRANT- NIMH-MH-32735
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Behavior Problems; *Family Characteristics; Family Problems; *High Risk Persons; Hyperactivity; Longitudinal Studies; Lower Class; Mothers; Parent Child Relationship; *Predictor Variables; *Preschool Children; School Entrance Age; Stress Variables; *Toddlers
IDENTIFIERS- Developmental Patterns; Social Interaction

This longitudinal study identified hard-to-manage older toddlers and younger preschoolers, assessed the developmental course and prognostic significance of their difficult behavior, and delineated family factors possibly associated with early and persistent problems. Obtained from parents, teachers, and observers, cross-situational and multi-dimensional data concerned 30 boys and 16 girls termed problem children and 11 boys and 11 girls constituting a comparison group. Subjects were assessed at approximately 3, 4, and 6 years of age. Findings indicated that parental complaints concerning toddlers/preschoolers were, for the most part, indicative of real difficulties. Lower social class, greater family stress and disruption, and a negative mother-child interaction were associated with maternal ratings of more severe symptomatology at initial assessment. Follow-up data indicated that children who showed externalizing problems of at least moderate severity in the early preschool years were at a relatively high risk for persistent problems at school entry. Predictors of persistent problems at age 6 included a negative mother-child interaction, higher concurrent levels of family stress and lower social class, and initial maternal ratings of more severe hyperactive and aggressive symptomatology at 3 years of age. (RH)

ED 262 899 PS 015 414

*McGuire, Jacqueline*

Parents of the Future. What Are They Learning about the Roles of Men and Women in Society?

PUB DATE- Sep 84
NOTE- 19p.; Paper presented at the Annual Conference of the Developmental Psychology Section of the British Psychological Society (Lancaster, England, September 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Child Rearing; Employed Parents; Foreign Countries; Mothers; *Parent Attitudes; Parent Influence; Parent Role; *Parents; *Role Perception; *Sex Differences; Social Change; Social Class; *Toddlers
IDENTIFIERS- Egalitarianism; England (London); Femininity; Gender Identity; Masculinity; *Role Reversal

Over the past decade, gradual changes have occurred in some aspects of the social roles taken by men and women. More women with children work outside the home and some men have become very involved in caring for their children. Whether or not such changes have influenced the thinking of members of traditional families and influence parent/child interactions is a matter of some interest. This paper presents findings of a study comparing the upbringing of 2-year-old boys and girls from 40 two-parent families residing in London, England and differing widely in social and educational backgrounds. None of the mothers worked full-time, but 23 percent had part-time jobs. All fathers were employed. More than half the fathers had no formal educational qualifications; mothers were slightly better qualified. Attitudes of the children's mothers and fathers are discussed, particularly their feelings about women working when they have young children, fathers participating in child care or housework, and families with reversed roles. These attitudinal data are considered in relation to observations of parent behavior with their children. In addition, parental beliefs about the nature of masculinity, femininity, gender differences in the preschool period, and their theories concerning the origins of gender differences are described. (Author/RH)

ED 262 914 PS 015 450

*Williams, R. Ann; Beeson, Betty Spillers*
The "Holding Power" of the Computer: A Study of Young Children's Computer Time.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Individual Differences; *Microcomputers; *Preschool Children; Preschool Education; *Puzzles; Selection; Student Motivation
IDENTIFIERS- Blocks; *Choice Behavior; *Sustained Attention

When preschool children were given a choice of activities, they spent significantly more time working with puzzles/brissle blocks than they did working at a computer. Sex and age differences were not statistically significant. Wide individual differences in the "holding power" of both the computer and puzzles/brissle blocks were found. The range of time spent on the computer varied from 121 to 0 minutes. Time spent at the puzzle/block activity ranged from 294 to 4 minutes. It would appear that the computer is similar to other activities in a preschool; some children love it, others do not. The question for future research is whether children should be forced to work on the computer when they might choose some other activity. (RH)

ED 262 928 RC 015 462

*Saide, Tom; Lamont, Ann*
Technical Maintenance Officer Service. Priority Country Area Program Evaluation Series: Report No. 12.
**Priority Country Area Program Office, Brisbane (Australia).**

SPONS. AGENCY- Queensland Dept. of Education, Brisbane (Australia).
REPORT NO.- ISBN-0-7242-1450-X
PUB DATE- 84
NOTE- 47p.; For related document, see ED 254 355.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audiovisual Aids; Delivery Systems; Elementary Secondary Education; *Equipment Maintenance; Foreign Countries; *Mobile Educational Services; Outreach Programs; Program Costs; Program Descriptions; *Program Effectiveness; *Program Evaluation; *Rural Areas; Rural Schools; Small Schools
IDENTIFIERS- *Australia (Queensland); Priority Country Area Program (Australia); *Support Personnel; Support Services

Begun in 1978 to provide Queensland's South-West and Central Priority Country schools with a comprehensive maintenance and repair service for most audio-visual equipment, the Technical Maintenance Officer Service (TMO) serves 76 schools with total enrollment exceeding 13,000 pupils dispersed over a 469,000 square kilometer area. Two trained officers, equipped with station wagons and a range of specialist equipment, regularly visit each school 3-4 times each year, obviating the problem of transporting delicate electronic equipment to distant service centers and reducing "out of action" time. The officers also offer technical expertise on the selection, use, and treatment of equipment. First year operational expenses totaled $43,000, plus an establishment cost of $16,000 for vehicles and equipment. Salary increases and inflation brought the 1981-82 budget to almost $86,000. A comparison of equipment repairs and breakdown indicates there is no significant differences between downtimes (1.5 week average) for the Central and South-West Regions, but downtimes for non-TMO serviced schools are considerably higher (3.5 weeks). A survey indicates TMO serviced schools are very satisfied. TMO benefits include maximum use of resources, cost savings through not having to freight equipment for repair, and the value of having staff informed about proper equipment care and operation. (NEC)

ED 262 580 FL 015 242

*Grossberg, Daniel; DeBenedetti, Jana*
Individualized Instruction in Hebrew.
PUB DATE- Oct 84
NOTE- 6p.; In: Teaching Languages in College. Communicative Proficiency and Cross-Cultural Issues. Proceedings of a SUNY-Albany Conference (Albany, NY, October 19-20, 1984). For proceedings, see FL 015 232.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Communicative Competence (Languages); Cross Cultural Studies; *Cultural Awareness; *Hebrew; Higher Education; *Individualized Instruction; Intercultural Communication; Introductory Courses; Program Descriptions; *Second Language Instruction; State Universities; Teacher Education; Teacher Role; *Videotape Recordings
IDENTIFIERS- State University of New York Albany

The Hebrew program at the State University of New York at Albany uses a variety of instructional approaches tailored to individual learning styles. A major program component is the use of 108 half-hour videotaped lessons that include opportunities for student response, graphics, and skits demonstrating and eliciting appropriate usage. Many of the tapes bring the student into Israeli society through the experiences of a young American tourist, whose beginning-level Hebrew improves along with that of the students. The instructor is a resource person who serves as a model for oral work, provides tutorial assistance, and suggests alternative learning strategies. A variety of scheduling options is available to the students, who pace themselves in learning and testing.

Advanced Hebrew students may enroll in a practicum to work with the teacher in the lower level classes. The videotape-centered program featuring linguistic/cultural interrelationships has these advantages: (1) students learn to communicate by translating meaning, not words; (2) vocabulary items are presented in expanded speech acts; (3) historical development in the language is evident; (4) stress is on both verbal and nonverbal communication; (5) culture conflict and its resolution are illustrated; and (6) the role of Israel as a center of immigration is shown. (MSE)

ED 262 595 FL 015 260

*Barron, Colin*

Concepts, Culture and Communication in Architecture.

PUB DATE- Apr 85
NOTE- 68p.; Paper presented at the Regional Seminar of the SEAMEO Regional Language Center (20th, Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architectural Education; Class Activities; *Communication Skills; *Concept Formation; Course Descriptions; *Cross Cultural Training; Cultural Context; Curriculum Design; Developing Nations; *English for Special Purposes; Foreign Countries; Higher Education; Intercultural Communication; *Interdisciplinary Approach; Non Western Civilization; Student Developed Materials; Teacher Developed Materials
IDENTIFIERS- *Papua New Guinea

A student-centered, cross-disciplinary approach was developed to teach English language skills to first-year architecture students at the Papua New Guinea University of Technology. The course addressed the problem of native architecture students' lack of training in oral skills and lack of experience in expressing familiar architectural concepts in Western terms, especially in written form. The students used real architectural input for the language classes, working individually, in pairs, and in groups to produce architectural projects from the design classes. By making use of the students' native artistic skills in the design classes and by exploiting their knowledge of concepts in traditional forms in both the design and language classes, the approach builds their understanding of the concepts in Western terms. In this way background knowledge is supplemented with new knowledge, and substantial communication skills are acquired. Appendixes include outline materials for the students prepared by members of the Department of Architecture and examples of student projects. (Author/MSE)

ED 262 679 HE 018 735

*Daigle, Stephen L.*
Attrition and Retention in the California State University and Colleges.
SPONS. AGENCY- California State Univ., Long Beach. Office of the Chancellor.
PUB DATE- Oct 79
NOTE- 209p.
AVAILABLE FROM- California State University, Office of the Chancellor, Academic Program Improvement, 400 Golden Shore, Long Beach, CA 90802-4275.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; *Academic Persistence; Change Strategies; College Attendance; College Planning; *College Students; Dropout Prevention; Dropout Rate; Educational Policy; Enrollment Trends; Higher Education; Policy Formation; Questionnaires; *School Holding Power; School Surveys; *State Colleges; *Statewide Planning; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- *California State University and Colleges; Public Colleges

Student attrition rates and retention efforts in the California State University and Colleges (CSUC) are summarized to assist policymakers and planners. Extensive supplementary materials are also provided, including four questionnaires, campus statistics, and worksheets for predicting withdrawal. Summaries for the 19 campuses of CSUC provide an overview and/or data, information on strategies and problems, and a list of reports. The narrative section also examines: the broader issue of enrollment planning, national and systemwide evidence about causes and consequences of college withdrawal, the more popular approaches to reducing student attrition, and recommendations. Retention and enrollment planning topics include: continuation and graduation rates in CSUC, transfer students, population trends, participation rates, and student workload. Correlates of attrition and retention are evaluated within the following categories: demographic, academic, motivational, and institutional factors. Retention strategies are grouped under the following approaches: research, organizational and procedural efforts, advising, and campus involvement. Finally, five major and five secondary recommendations for campuses and the system are offered, and appendices provide supplemental recommendations. A 27-page bibliography is included. (SW)

ED 262 720 HE 018 799

On Campus with Women. Spring 1985 and Summer 1985.

**Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.**

PUB DATE- 85

NOTE- 26p.

AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; Affirmative Action; *College Faculty; College Students; Court Litigation; *Employment Practices; *Females; Higher Education; Minority Groups; *Nontraditional Occupations; Personnel Policy; Rape; Salaries; Sex Discrimination; Sexual Harassment; Women Faculty; *Womens Education; *Womens Studies

Developments in education, employment, and the courts concerning the status of women are covered in two newsletter issues. Data are included on the specialties of women faculty and the type of institution employing them; salary and rank of women faculty and their tenure status; and employment patterns and salaries of women administrators. Additional topics include: nontraditional careers pursued by women; women's studies programs; sexual harassment of women students and staff; campus rape; the status of women in Europe; resources on disabled women and girls; a guide for integrating academic feminist scholarship and perspectives into traditional curricula; women in senior administrative posts; women and public policy; a directory of women's media; and a resource for locating women's periodicals. A 1984 article from "Ms./Campus Times" is also included: "What Lies Beyond 'The Woman as Victim' Construct--New Directions for Women's Studies." The growth of women's studies centers, programs, and publications is noted, along with mainstreaming of women's studies into the regular curriculum. It is suggested that although sexist societies have victimized women, some contemporary women tend to exaggerate women's oppression. Important issues for women in the 1980s are also identified. (SW)

*Carey, Doris; Carey, Regan*
Microcomputers in Education: A Self-Paced Orientation.
**International Council for Computers in Education, Eugene, Oreg.**
PUB DATE- Sep 84
NOTE- 96p.; Manual requires Bank Street Writer, Know Your Apple IIe, Apple Presents. . . Apple.
AVAILABLE FROM- International Council for Computers in Education, 1787 Agate Street, Eugene, OR 97403-1923 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; *Computer Software; *Individualized Instruction; *Learning Modules; *Microcomputers; Pacing; Teaching Methods; Word Processing
IDENTIFIERS- Apple IIe; *Computer Uses In Education

Designed to serve as a self-paced computer course for education students with no experience using microcomputers, this manual contains instructions for operating an Apple IIe microcomputer, its introductory software, and Bank Street Writer, using the DOS 3.3 System Master. The lessons, which contain illustrations and sample screens, include information on the Apple IIe system; using the Apple IIe keyboard; initializing a diskette on the Apple IIe; entering, saving, and loading programs; computer assisted instruction, and word processing. Also included are selected readings: (1) "Computer Literacy: Talking and Doing" (Dave Moursund); (2) "I Don't Know" (Dave Moursund); (3) "Informational Technology and Its Impact on American Education" (Office of Technology Assessment); (4) "Toward Improving Learning Strategies and Personal Adjustment with Computers" (Kenneth Ryba and James Chapman); (5) "Toward a Computer Literate Society--An Elementary School Responsibility" (Kay Walla and Virginia Brubaker); (6) "The Intelligence Amplifier: An Essay on the Design of Computer-Based Curricula" (Michael Moshell); (7) "Should Young Children Work with Microcomputers--Logo before Lego?" (B. J. Barnes and Shirley Hill); (8) "Microworlds" (Glen Bull); (9) "Creating a Logo Environment" (Tim Riordon); (10) "Turtle Fever" (Rick Billstein); (11) "Keyboarding--A Must for Tomorrow's World" (Evelyn Kisner); (12) "Sex Equity: Increasing Girls' Use of Computers" (M. E. Lockheed and S. B. Frakt) and (13) "A Nod to the Novice--#1-6" (Bob Skapura). (JB)

ED 262 775 IR 011 855

*Naron, Nancy K.; Estes, Nolan*
Technology in the Schools: Trends and Policies.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Strategies; *Computer Assisted Instruction; Computer Literacy; *Educational Administration; *Educational Technology; Elementary Secondary Education; Higher Education; Policy; Program Implementation; Public Schools; Questionnaires; Services; *Teacher Education
IDENTIFIERS- *Computer Uses in Education

This study of the impact of technology on education is an in-depth case study of 25 educational institutions, including both public school districts and colleges and universities. Information was gathered through the use of a lengthy questionnaire and a comprehensive telephone and/or site visit interview. Aspects of the study include the role of technology--primarily computers--in the instructional program, in policy structure, in management support services, and in teacher training and teaching functions. The strategies employed by the study institutions provide a frame of reference for current and future technological trends in education. (Author/JB)

IFLA General Conference, 1985. Division on Education and Research. Section on Library Schools and Other Training Aspects. Papers.
**International Federation of Library Associations, The Hague (Netherlands).**
PUB DATE- Aug 85
NOTE- 64p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Curriculum Development; Curriculum Evaluation; Foreign Countries; Higher Education; Information Scientists; International Organizations; Librarians; Library Associations; *Library Education; *Library Schools; Position Papers; Preservation; *Professional Education; Program Descriptions; *Technological Advancement

The changing nature of library and information specialists' training and education is addressed in the following papers on library schools presented at the 1985 International Federation of Library Associations (IFLA) conference: (1) "Information Access and the Changing Library School Curriculum" (Herbert S. White, United States); (2) "Conservation-Consciousness: The Goal of a New Direction in Training for Librarians" (Helmut Bansa, West Germany); (3) "Access to Information and Its Impact on Library School Curricula, The North American Perspective" (Robert D. Stueart, United States); (4) "Problems Affecting the Development of University Libraries in Algeria--With Emphasis on Library Education" (Bahdja Boumarafi, Algeria); and (5) "The Library and Information Profession Viewed in the Light of Technological Change" (Charles T. Meadow and Margaret Anderson, Canada). (THC)

ED 262 858 PS 015 029

*Hubbell, Ruth; Barrett, Barbara*
Parent-Child Center Short-Term Assessment Study. Final Report.
**CSR, Inc., Washington, D.C.**
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- 20 Aug 84
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Delivery Systems; Health Services; *Infants; *Intervention; *Low Income Groups; Parent Education; Parent Participation; Personnel; Preschool Education; Program Content; Program Development; Program Effectiveness; *Program Evaluation; Program Improvement; *Program Validation; Social Services; *Toddlers
IDENTIFIERS- *Parent Child Centers

A short-term descriptive assessment, this study provides summary data on the Parent-Child Center (PCC) comprehensive early childhood intervention programs initiated in 1967 and operated by the Administration for Children, Youth, and Families. PCCs provide low income families with children under three with social service, health, and educational assistance. The assessment (1) reviews and synthesizes research literature on PCCs, (2) collects descriptive information on all PCCs, (3) assesses in-depth nine PCCs to obtain comprehensive program and client data, and information concerning best practices, and (4) presents options for future program evaluation and monitoring. All information was tabulated and analyzed to assess program practices against indicators of program quality; to describe program strengths and weaknesses; and to identify future program options. Areas covered in the study include methodology; findings (particularly those affecting the community and the organization), education components; health, nutrition, and social services; comparison of critical program variables for early intervention programs and PCC programs (particularly, variables of the grantee or operating agency, program direction and staff, delivery system, center-based program, length of program intervention, parent involvement and education, health and social services, program strengths and "best practices," and program changes desired and limitations on effectiveness); and conclusions. An appendix lists the names and locations of all Parent Child Centers. (DST)

ED 262 885 PS 015 389

Licensing Rules for Child Care Centers.
**Michigan State Dept. of Social Services, Lansing.**
PUB DATE- Aug 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- After School Programs; *Certification; Child Caregivers; Children; *Day Care Centers; *Early Childhood Education; Field Trips; Fire Protection; Infants; *Nursery Schools; Program Content; Safety; Sanitation; *State Legislation; State Licensing Boards; *State Standards; Transportation
IDENTIFIERS- Drop In Child Care; *Michigan

This publication contains the administrative rules governing child care centers in the State of Michigan; it sets forth the minimum standards for the care and protection of children attending Michigan's day care centers and nursery schools. The rules, promulgated by the authority conferred on the Department of Social Services by Section 2 of Act No. 116 of the Public Acts of 1973, took effect on June 4, 1980. They were amended in June, 1984, primarily to provide greater clarity and consistency as well as to represent substantial cost reduction benefits to licensees. These amended rules took effect July 24, 1984. Recommendations for amendments have been reviewed by the Ad Hoc Committee, a Review Committee, licensees, many child care organizations, interested citizens, and parents. Organized in nine parts, contents focus on (1) general provisions, including provisions for care of children two and one half years to five years of age; (2) additional provisions for care of children between ages of two weeks and two and one half years; (3) additional provisions for care of children six years of age and older; (4) additional provisions for drop-in centers; (5) additional provisions for specific program components; (6) transportation provisions; (7) field trip transportation provisions, (8) fire safety provisions; and (9) sanitation provisions. (DST)

ED 262 609 FL 015 276

Somali. Materials Status Report.
**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**
SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 77p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Official Languages; Publications; Second Language Instruction; *Somali; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language
IDENTIFIERS- Somalia

The materials status report for Somali, the official language of Somalia, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Somali, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

ED 262 623 FL 015 292

*Friedrich, Frances J.; And Others*
Consequences of a Phonological Coding Deficit on Sentence Processing. Technical Report 85-5.
**Oregon Univ., Eugene.**
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 15 May 85
NOTE- 60p.
CONTRACT- N00014-83-K-0601
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Aphasia; *Auditory Perception; Case Studies; Comprehension; Grammar; *Language Processing; Neurolinguistics; *Phonology; *Recall (Psychology); Sentence Structure; *Visual Perception

The sentence processing abilities of a conduction aphasic adult woman with a documented phonological coding deficit were investigated in tests of auditory and visual sentence comprehension of reversible active and passive sentences and spatial prepositions, sentence production through story completion and picture description, and repetition of active and passive sentences and relative clause sentences that were reversible, irreversible, or semantically improbable. The subject showed a semantic comprehension deficit, relying heavily on word order formation to make grammatical role assigments. Production tests revealed a generally intact ability to generate a variety of sentence constructions, although there were frequent errors in the use of grammatical morphemes in the written productions. The repetition tasks were used to identify the processing strategies that the subject used under heavy memory load conditions. It was possible to identify the independent operation of processes based on representations of semantic information, word order, and grammatical morphemes, and it was found that the interactions between these processes clearly differ depending on the nature of the task. (Author/MSE)

ED 262 637 FL 015 313

*Snyder, Barbara*

Research in Creativity and Its Application in the Classroom.

PUB DATE- 85
NOTE- 14p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Creativity; Instructional Improvement; Language Processing; Language Research; Literature Reviews; Neurological Organization; *Second Language Instruction
IDENTIFIERS- Excellence (Quality)

Studies in psychology, language, and foreign language suggest that it is the qualitative nature of the task students perform while learning that is important, because of the creativity factor. Some explanations of creativity are concerned with hemisphericity of the brain. Another explanation is that creativity results from divergent rather than convergent thought processes. Classroom activities that encourage creative language use include those that allow students to feel comfortable expressing their ideas and using divergent answers, manipulating objects, acting out, and visualizing. It is these student-centered activities or creative classroom contexts, that provide meaningful language-processing experiences and improved learning. (MSE)

ED 262 652 FL 015 328

*Alsop, Thomas A.; And Others*

Central Indiana's Foreign Language Collaborative: An NEH Experiment.

PUB DATE- 85
NOTE- 5p.; In: Meeting the Call for Excellence in the Foreign Language Classroom. Selected papers from the 1985 Central States Conference on the Teaching of Foreign Languages (FL 015 312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; French; Higher Education; *Information Networks; *Institutional Cooperation; *Language Teachers; *Professional Development; Program Administration; *Regional Cooperation; Second Language Instruction
IDENTIFIERS- Indiana (Central); National Endowment for the Humanities

The Central Indiana Committee for Foreign Language Study was organized by college language departments in 1982 and funded by the National Endowment for the Humanities as an autonomous collaborative group of interested French, Spanish, and German teachers at the elementary, secondary, and postsecondary levels. The purposes of the committee are to enable the teachers to keep up to date in their fields; to have low-cost, locally-based opportunities for professional development; to enable participants to benefit from professional contact with colleagues in diverse specialties and at different levels of practice; and to improve the quality of the professional work of local colleagues. A steering committee laid the groundwork, and interest groups and subgroups were formed for curriculum and professional development and foreign language promotion. After two organizational meetings, themes such as methodologies and computer use were introduced, and a group position paper concerning the public image of foreign language study was released. Participation level has run to 25 to 30 percent of the area's language teachers. Attracting more participants and solidifying membership are objectives for the near future. (MSE)

ED 262 747 IR 011 703

The National Education Association's Educational Computer Service. An Assessment.

**Software Publishers Association, Washington, DC.**
PUB DATE- 6 Feb 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; Fees; *Instructional Material Evaluation; *Marketing; Operations Research; Opinion Papers; Professional Associations; Program Evaluation
IDENTIFIERS- *National Education Association; Software Publishers Association

The Educational Computer Service (ECS) of the National Education Association (NEA) evaluates and distributes educational software. An investigation of ECS was conducted by the Computer Education Committee of the Software Publishers Association (SPA) at the request of SPA members. The SPA found that the service, as it is presently structured, is deficient in three major respects: structure, evaluation fees, and licensing tie-in. First, the organizational form of ECS conflicts with its stated mission of rewarding and encouraging development of quality educational software. The closeness of the tie between the service and Cordatum (the consulting firm which provided funds for the start-up of the service as well as technical and administrative assistance) leads SPA to the conclusion that the evaluation program is secondary to the profit-making interests of Cordatum. Second, there is little justification for the assessment of evaluation fees, a problem compounded by the uneven manner in which these fees have been levied. Third, there is an inherent conflict of interest in linking software evaluations with software sales of approved products by Cordatum. For all these reasons it is recommended by SPA that publishers seek product evaluations by other educational services. A list of organizations that conduct evaluations and a selected list of software firms with established reputations among educators are appended. (Author/MBR)

*Helms, David C.; Heller, Ben*
Using Research to Improve Instructional Effectiveness, Evolution of Achievement Directed Leadership (ADL).
**Research for Better Schools, Inc., Philadelphia, Pa.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Role; *Classroom Research; Disadvantaged Youth; Elementary Education; Inservice Teacher Education; Instructional Development; *Instructional Improvement; Leadership Responsibility; Program Descriptions; *Program Evaluation; *Program Implementation; *Teacher Role
IDENTIFIERS- *Maryland; Monitoring; New Jersey

A staff and organizational development program was designed to foster the use of research to improve instructional effectiveness at the elementary level by monitoring and managing key classroom variables related to student achievement. A classroom improvement program, called the Basic Skills Instructional Improvement Program (BSIIP), was developed in 1977-1981 and expanded in 1981-1984 to focus on the implications of research on effective schools, effective school districts, and also on the literature on educational change. The outcome was known as Achievement Directed Leadership (ADL). Description of the BSIIP focuses on: (1) key perspectives and understandings shaping program development; (2) classroom variables warranting regular monitoring by teachers and administrators, including prior learning, student engaged time, criterion content coverage, and daily success, mastery, and review; (3) a four-phase improvement cycle for using research findings to improve instructional effectiveness and student performance on focal classroom variables; (4) strategies for developing and implementing BSIIP centering on transportability and enhancing positive participation of administrators and teachers; (5) conclusions reached as a result of developing and implementing the BSIIP; and (6) inclusion of BSIIP in Maryland's program for School Improvement Through Instructional Processes. Evaluation of program implementation and its apparent effects in three school districts indicates gains in student achievement across all grades in reading and math. (RH)

ED 262 942 RC 015 514

*Robertson, James M.*
Migrant Education Program. 1983 Annual Evaluation Report. Bulletin 1618.
**Louisiana State Dept. of Education, Baton Rouge. Bureau of Migrant Education.**
PUB DATE- 83
NOTE- 72p.; For related document, see RC 015 515.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Agency Cooperation; *Compensatory Education; County_School Districts; Developmental Continuity; Educational Cooperation; Educational Needs; Elementary Secondary Education; Inservice Education; *Migrant Education; *Migrant Programs; Parent Participation; *Program Effectiveness; Questionnaires; Rural Education; State Programs; Student Evaluation; Summer Programs
IDENTIFIERS- *Louisiana; Migrant Education Program

In Fiscal Year 1983 Louisiana's allotment for the education of children of migratory workers ($6,111,277) was used to conduct 37 regular school term programs and 15 summer school programs. An estimated 13,800 migrant children were served during the 1982-83 school year. Of all migrant children enrolled in Louisiana schools, 52.6% received services beyond the Migrant Student Record Transfer System--44.7% received instructional services and 38.1% received health and other support services. At the state level, program staff attended and conducted inservice training meetings, published a newsletter with a circulation of over 900, conducted 4 State Parent Advisory Council meetings, participated in cooperative projects with other states, and supervised the administration of the Louisiana Migrant Criterion-Referenced Tests. The program met its three highest priority goals: increasing basic skill performance of migrant students, providing inservice training and technical assistance to migrant program personnel, and improving continuity of educational experiences and support services for migrant students. In the future Louisiana's Migrant Education Program should use the Criterion-Referenced Tests primarily as diagnostic tools, improve assistance to secondary students, and find various ways of involving parents, especially rural parents. This report includes tabular data on program activities and students served. Among the appendixes are a program evaluation questionnaire and migrant population statistics by parish, 1976-1982. (JHZ)

ED 262 566 FL 015 207

*Erbaugh, Mary S.*
Personal Involvement and the Development of Language for Time-Aspect.
PUB DATE- Aug 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Age Differences; *Child Language; Chinese; Concept Formation; *Early Experience; Infants; *Language Acquisition; Language Research; *Tenses (Grammar); *Time Perspective

A study of the time- and aspect-marking of 24-month-old native Mandarin-speaking children analyzed their language during free play, and matched fifty utterance samples containing active predicates with all utterances using the perfective suffix "-le." It was found that the children mentioned the future, particularly their immediate intentions, twice as often as the past. Features that correlated with the children's use of the "-le" perfective were found to be tied to the child's personal experience of events. Characteristics of the events included pastness, a clear end point, the re-enactment potential, transitivity, and agentivity, in that declining order of statistical occurrence. It is concluded that, in general, young children express their more elaborate time and aspect distinctions when they are talking about the events that affect them most directly. Personal involvement was found to be a far more powerful trigger for aspect marking than were syntactic or semantic factors. These results are found to parallel results of research on Turkish-speaking children. (MSE)

Finnish. Materials Status Report.

**Center for Applied Linguistics, Washington, DC. Language/Area Reference Center.**

SPONS. AGENCY- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- Nov 85
NOTE- 121p.
CONTRACT- 1735-507041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Content Analysis; Dialects; Dictionaries; Difficulty Level; *Evaluation Criteria; *Finnish; Foreign Countries; Information Sources; *Instructional Material Evaluation; Language Styles; *Media Selection; Native Speakers; Publications; Second Language Instruction; Standard Spoken Usage; Textbooks; *Uncommonly Taught Languages; Written Language

The materials status report for Finnish is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

Costs at U.S. Educational Institutions, 1984/85.
**Institute of International Education, New York, N.Y.**
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Office of International Training.; United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-130-2
PUB DATE- 84
NOTE- 187p.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Students; Fees; Food; *Foreign Students; Higher Education; Housing; In State Students; Institutional Characteristics; *Noninstructional Student Costs; Out of State Students; School Registration; School Schedules; School Surveys; *Student Costs; Travel; *Tuition
IDENTIFIERS- Bureau of Labor Statistics; *College Costs; Institute of International Education NY; Tuition Fees and Academic Calendar Survey

Costs at U.S. educational institutions for 1984-1985 are identified. A listing of monthly maintenance rates (MMR) by college within each state covers room, board, and incidentals, and makes no distinction between on-campus and off-campus living. The MMR data and guidelines about additional expenses are for foreign students in typical full-time undergraduate and graduate programs. Another listing is presented of costs at about 1,000 schools, based on data obtained by the Institute of International Education's (IEE) 1984 Tuition, Fees, and Academic Calendar Survey. For each school, MMR data are presented on out-of-state and in-state tuition, fees, the type of academic calendar used and dates of each academic period (including summer sessions), registration dates, and credit loads. Additional fees required by foreign students but not of U.S. residents are also listed for each school by type and amount of fees. These special fees include required health insurance, special services or counseling fees, application fees and subcharges, advance deposits, and fees for credential evaluations. The system for determining MMR, which is based on the Bureau of Labor Statistics system, uses Standard Metropolitan Statistical Areas, costs components (e.g., food, housing), inflation adjustment, and special foreign student adjustment. (SW)

# Validation of Student and Parent Reported Data on the Basic Grant Application Form: Pre-Award Validation Analysis Study. Revised Final Report.

**Applied Management Sciences, Inc., Silver Spring, Md.**

SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 26 Sep 79
NOTE- 150p.; For related documents, see HE 018 812-826.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *College Students; Disclosure; *Eligibility; Error Patterns; *Evaluation Criteria; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; Income; Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants

The 1978-1979 pre-award institution validation process for the Basic Educational Opportunity Grant (BEOG) program was studied, based on applicant and grant recipient files as of the end of February 1979. The objective was to assess the impact of the validation process on the proper award of BEOGs, and to determine whether the criteria for selecting students for validation could be improved. The validation population of 119,790 applicants was comprised of two groups: those selected according to pre-established criteria (87 percent) and those selected at random (13 percent). The rest of the applicant population consisted of those who met the pre-established criteria and those who did not. In almost 90 percent of the validation cases, data items were valid. The processing system edits appeared to be eliciting valid data, resulting in an accuracy rate of about 90 percent for each of the validation fields. The edits were causing applicants to make most of the necessary corrections to applications before validation. The criteria used to select applicants for validation were generally adequate in detecting misreporting. However, individual criteria varied in their effectiveness. (SW)

ED 262 789 IR 051 300

*Smith, Barbara*
Status of Maine State Documents Depository Libraries--1985.
PUB DATE- Aug 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Depository Libraries; *Government Publications; *Library Administration; Library Collection Development; Library Cooperation; Library Services; Library Surveys; Program Descriptions; *State Government; State Libraries; *State Programs
IDENTIFIERS- *Maine

This paper reports the results of a June and July 1985 study in which all 12 libraries where Maine state documents are deposited and the two libraries which receive weekly shipping lists and any extra copies of documents were visited. Observations from these visits are reported in general sections of this report: Examples of Attempts to Increase Accessibility; Examples of Current Innovative Projects; Document Users; Common Problems; Most Popular Subjects Searched in Documents; and Least Popular Documents. Suggestions received for improvement of the Maine State Library are also reported. Recommendations to be made to State Library administration as a result of the visits include: (1) institution of a formal, written agreement to be entered into between the State Library and each depository which requires certain minimum standards to be applied to state document collections; (2) re-examination of the concentration of depositories in the central region with the purpose of reassigning depository status from one of these to a library in York County; and (3) reduction of the number of state depositories with those eliminated becoming partial depositories. A copy of the questionnaire, results of the survey, and a directory of Maine State Documents Depository Libraries are included. (THC)

ED 262 818 IR 051 329

IFLA General Conference, 1985. Division on Special Libraries. Section on Art Libraries. Papers.

**International Federation of Library Associations, The Hague (Netherlands).**

PUB DATE- Aug 85
NOTE- 203p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (51st, Chicago, IL, August 18-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Art; *Art Materials; *Databases; *Documentation; Foreign Countries; Global Approach; Information Processing; Information Systems; *International Cooperation; International Organizations; Library Associations; Program Descriptions; *Special Libraries
IDENTIFIERS- *Universal Availability of Publications

Papers on art libraries and art documentation which were presented at the 1985 International Federation of Library Associations (IFLA) conference include: (1) "The Universal Availability of Art Publications: A Global Context" (Philip Pacey, United Kingdom); (2) "Art Librarianship in Norway" (Anne Lise Rabben and Cecilie W. Bonafede, Norway); (3) "Visual Resources: Proposals for an Ideal Network" (Helene E. Roberts, United States); (4) "AARTI: Australian Art Index" (J. Margaret Shaw, Australia); (5) "Archives of American Art/Smithsonian Institution" (Sue Ann Kendall, United States); (6) "To Know Ourselves: A Canadian Perspective on National Art Bibliography" (Mary F. Williamson, Canada); (7) "ARTSDOC: Arts Documentation Service" (Sue Maddrell, Australia); (8) "Architecture without the Capital A: Documentation in a Post-Modern Age" (Robert Bruegmann, United States); (9) "Artists in Canada Data Base" (Roy H. Engfield, Canada); (10) "From the History of the Decorative Arts to the History of Design: Some Problems of Documentation" (Victor Margolin, United States); (11) "The 'State of the Getty' Projects and Plans of the J. Paul Getty Trust" (Marilyn L. Schmitt, United States); (12) "AICARC (International Association of Art Critics Archives) and the Archives of Modern Art" (Hans-Jorg Heusser, Switzerland); (13) "Architectural Drawings: An Automated Indexing and Retrieval System" (Angela Giral, United States); and (14) "Art Libraries for the People" (Clive Phillpot, United States). (THC)

ED 262 832 JC 850 531

*Rohr, Theodore; Devoti, Bart*
Planning for the Administrative Microcomputer Local Area Network.
PUB DATE- Oct 85
NOTE- 13p.; Paper presented at the Annual National Conference of the League for Innovation (12th, Phoenix, AZ, October 6-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; Community Colleges; *Computer Oriented Programs; Data Processing; *Information Networks; Microcomputers; *Online Systems; *Program Development; Two Year Colleges

An overview is provided of the methods used by the Forest Park campus of St. Louis Community College (SLCC) to plan and develop a local area network (LAN) for administrative microcomputers. The first three sections provide brief descriptions of the SLCC District, SLCC, and the Forest Park campus. Section IV looks at the organization of administrative data processing (ADP) on the campus and the functions of the committee established at the college to provide a plan for the growth of ADP. Next, section V lists the major accomplishments of the ADP committee. Section VI sets forth the definition and purpose of LANs as continually interconnected systems of computers and peripherals serving a small geographic area within one organization, which permits the users to share data, programs, and services. In section VII, network elements are identified (e.g., microcomputers, topology, network transmission medium, and network interface card). In section VIII, the advantages of an LAN are specified, including resource sharing, hardware interconnectability, improved data handling, rapid data transfer, and added value services. Section IX presents a series of questions to be considered in determining the need for an LAN, while section X identifies issues related to the process of developing specifications for an LAN (e.g., the physical configuration of the system, expansion requirements, network interconnect requirements, data transfer rates, performance requirements, redundancy in cabling, and warranty and maintenance agreements). Final purchasing questions, cautions, and concerns about the long-term future of the LAN are presented in the concluding sections. (EJV)

ED 262 900 PS 015 415

*Pellegrini, Anthony D.; And Others*
Parents' Bookreading Habits with Their Children.
**Educational Testing Service, Princeton, N.J.**

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 29p.
GRANT- OEG-0079020000
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Measurement; Communication Disorders; *Communication Research; Competence; *Interaction Process Analysis; *Language Handicaps; *Parent Child Relationship; *Preschool Children; *Reading Aloud to Others
IDENTIFIERS- *Vygotsky (Lev S); Wechsler Preschool Primary Scale of Intelligence

Based on Vygotsky's notion of the zone of proximal development, this study aimed to determine the extent to which parents' teaching of children become less directive as a function of children's age and communicative status and to describe relations between parents' interaction styles and children's verbal I.Q. One hundred and twenty families participated in the study: sixty families included a communicatively handicapped target child (CH), and sixty matched families had a non-handicapped target child (NCH). Target children were divided into two age groups: 4- and 5-year-olds. Each parent engaged in a book reading task with the target child. Parents' interactions with children were classified according to levels of cognitive demand and directiveness. Results indicated that parents were generally more directive and less demanding with younger and CH children than they were with older and NCH children. Further, different types of parental interaction styles predicted CH and NCH children's I.Q. (Author/DST)

ED 262 943 RC 015 515

*Robertson, James M.*
Migrant Education Program. 1984 Annual Evaluation Report.
**Louisiana State Dept. of Education, Baton Rouge. Bureau of Migrant Education.**

PUB DATE- 84
NOTE- 77p.; For related document, see RC 015 514.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Agency Cooperation; *Compensatory Education; County School Districts; Developmental Continuity; Educational Cooperation; Educational Needs; Elementary Secondary Education; English (Second Language); Inservice Education; *Migrant Education; *Migrant Programs; Parent Participation; *Program Effectiveness; Questionnaires; Rural Education; *State Programs; Student Evaluation; Summer Programs; Supplementary Education
IDENTIFIERS- *Louisiana; Migrant Education Program

In Fiscal Year 1984 Louisiana's allotment for the education of children of migratory workers ($6,334,119) was used to conduct 39 regular school term programs and 14 summer school programs. An estimated 13,059 migrant children were served during the 1983-84 school year. Of all migrant children enrolled in Louisiana schools, 78.5% received services beyond the Migrant Student Record Transfer System (MSRTS)--57.6% received instructional services, 44.3% received health and other support services, and 50.3% of the limited-English-speaking students received English-as-a-second language instruction. At the state level, staff attended and conducted inservice training meetings, published a newsletter with a circulation of over 900, conducted 3 State Parent Advisory Council meetings, and participated in numerous cooperative projects with other states. The program met its three highest priority goals: increasing basic skill performance of migrant students, providing inservice training and technical assistance to migrant program personnel, and improving continuity of educational experiences and support services for migrant students. In the future Louisiana's Migrant Education Program should use the Louisiana Migrant Criterion-Referenced Tests primarily as diagnostic tools, improve assistance to secondary students, and find various ways of involving parents--especially rural parents. Appendices include the state's migrant eligibility form and local program evaluation questionnaire and checklist. (JHZ)

ED 262 957 SE 046 047

Sustainable Development of Natural Resources in the Third World: Technological and Institutional Challenges. An International Symposium (Columbus, OH, September 3-6, 1985).

**Ohio State Univ., Columbus. School of Natural Resources.**

SPONS. AGENCY- Argonne National Lab., Ill.
PUB DATE- 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Agriculture; Alternative Energy Sources; *Developing Nations; *Economic Development; Energy; Environmental Education; Forestry; *Fuels; Government Role; *Natural Resources; Performance Factors; *Water Resources
IDENTIFIERS- *Environmental Management; *Renewable Resources

This booket contains abstracts of papers presented at a symposium which focused on sustainable development of natural resources in third world countries. The abstracts are organized under these headings: (1) factors affecting individual's resource use decisions; (2) resource conservation and economic development; (3) research on alternative agricultural and forestry systems; (4) renewable energy technologies; (5) fuelwood development: policy issues and case studies; (6) alcohol fuels: policy issues; (7) private sector and government roles in renewable resource development; (8) identifying strategies for renewable resource management in the public sector; and (9) water resource management. Abstracts of keynote presentations and a copy of the symposium program are also included. (JN)

ED 262 973 SE 046 185

*Munby, Hugh*
Exposing the Myth of Scientific Thinking in Teacher Education Programs.
PUB DATE- 29 Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Comprehension; *Inquiry; *Process Education; *Science Education; Scientific Methodology; *Teacher Education Programs
IDENTIFIERS- *Scientific Thinking

This paper reviews the conceptual confusion surrounding the concept "scientific thinking" (also known as "the proceses of science," "scientific processes," "inquiry skills," and sometimes, "the scientific method"). It begins with three separate arguments, each supporting a particular claim: (1) Science does not have exclusive rights to "scientific thinking." (2) "Scientific thinking," as usually portrayed, bears little relationship to how individuals actually think. (3) "Scientific thinking" is promoted in "methods" textbooks and in the science education literature. It is argued that the concept has attained an unwarrented status in the field of science education. If pre-service science teachers are to be assisted in their understanding of research, then they have to be confronted with the conceptual issues surrounding this concept. Anything less than this does a double disservice: it provides future teachers with a biased view of the potential of research, and it inhibits their growth as thoughtful professionals. (JN)

*Bassan, Elizabeth Ann; Wood, Timothy S., Ed.*
Environmentally Sound Small-Scale Energy Projects. Guidelines for Planning.
**Coordination in Development, New York, NY.; Volunteers in Technical Assistance, Alexandria, VA.**
REPORT NO.- ISBN-0-86619-171-2
PUB DATE- 85
NOTE- 150p.; For related documents, see SE 046 197-199.
AVAILABLE FROM- VITA Publications, 80 South Early St., Alexandria, VA 22304 ($9.25).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Alternative Energy Sources; Case Studies; *Community Development; Community Programs; *Conservation (Environment); *Developing Nations; *Ecological Factors; Energy; *Energy Conservation; *Fuels; Natural Resources
IDENTIFIERS- Energy Management

This manual is the fourth volume in a series of publications that provide information for the planning of environmentally sound small-scale projects. Programs that aim to protect the renewable natural resources that supply most of the energy used in developing nations are suggested. Considerations are made for physical environmental factors as well as socioeconomic and cultural factors. Chapters focus on: (1) uses and users (stating the purposes of this manual); (2) ecology for sustainable energy development (discussing ecological concepts and processes); (3) socioeconomic considerations of energy use (focusing attention on the role of women and the impact of social, cultural, and economic factors); (4) energy planning for sustainable development (analyzing energy efficiency rations and suggesting energy output measuring techniques); (5) Ulipur, Bangladesh: a case study (demonstrating how energy sources and uses are interrelated in a village setting); (6) a process for planning energy projects (outlining planning procedures); (7) energy sources and environmental considerations (including solar, wind, water, and biomass sources); (8) matching energy sources with energy uses (considering household and agricultural applications); and (9) summary (identifying basic planning concepts). Appendices contain an energy conversion table, information on ecology and tropical climates, a 29-item bibliography, and sources of information. (ML)

ED 263 003 SE 046 218

*Knapp, Clifford E.*
Using Valuing and Inquiry Skills in Environmental Education.
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conservation Education; *Decision Making Skills; Elementary Secondary Education; *Environmental Education; *Inquiry; Learning Processes; *Quality of Life; Skill Development; Value Judgment; *Values Clarification
IDENTIFIERS- *Environmental Ethic; *Environmental Issues

This report advocates the use of a process approach in learning about the environment and supports the teaching of responsible environmental decision making skills through an inquiry and valuing focus. Teaching is viewed as a process of structuring experiences, raising questions, sharing activities, and guiding students to the attainment of intellectual skills. A list of selected comments on teaching styles, valuing processes, and student behaviors are provided in the context of environmental education. The main body of the report consists of a list of fourteen inquiry and valuing skills and related activities. These are intended to assist teachers in implementing a process approach with a valuing component to their environmental courses. The following are representative examples of the suggested skills: (1) identifying and applying moral principles to specific environmental problems and issues; (2) examining and evaluating lifestyle patterns and associated value systems; (3) examining and evaluating the accomplishments of significant human models; (4) listing and prioritizing standards for making decisions and examining conflicts among them; and (5) identifying value conflicts in everyday life situations. An environmental values and ethics bibliography is also included. (ML)

ED 263 018 SE 046 245

*Maley, Donald L., Ed.*
Math/Science/Technology Projects for the Technology Teacher. A Professional Monograph.
**International Technology Education Association, Reston, VA.**
PUB DATE- 85
NOTE- 56p.
AVAILABLE FROM- International Technology Education Association, 1914 Association Drive, Reston, VA 22091 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Environmental Influences; Fundamental Concepts; *Industrial Arts; *Mathematics; Science Education; *Science Projects; *Scientific Concepts; Secondary Education; Social Influences; Student Projects; *Technological Advancement; *Technology

The underlying development behind this monograph grew out of a series of 14 panels (20 inches by 28 inches) illustrating the basic linkages between existing industrial arts/technology education activities and mathematics or science principles or societal and environmental impacts. Specifically, each panel contained a full-color photograph of a student-made model of an important technological development. The remainder of the panel contained formulas or principles of mathematics and science or implications for societal and environmental impacts associated with the technological development pictured on the panel. Each of the 14 panels has been photographed and included in this publication along with a brief description of the particular technological development, a series of mathematics and science concepts, principles, and formulas, or in some cases, a series of social and environmental impact statements relative to the project pictured on the panel. Science and mathematics projects focus on the waterwheel, lateen sail, trebuchet (a medieval artillery invention), block and tackle, camera, incandescent lamp, hydraulic elevator, and the Wright brothers' airplane. Social and environmental impacts focus on the telephone, papermaking machine, automobile, undersea turbine, space shuttle, and the first American hydroelectric plant. (JN)

ED 263 032 SO 016 795

*Larson, Tom, Comp.*

Strawberry Square II: Take Time Song Book. 33 Lessons in the Arts to Help Children Take Time with Life.

**Nebraska State Dept. of Education, Lincoln. Div. of School Assistance & Support.**

PUB DATE- Aug 84

NOTE- 158p.; For related teacher's guide, see SO 016 794; for teacher's guide and song book for younger children, see SO 016 792-793.

AVAILABLE FROM- ITV Services, Nebraska State Dept. of Education, P.O. Box 94987, Lincoln, NE 68509 ($2.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Creative Works (Literary and Dramatic) (030)

DESCRIPTORS- *Art Education; Educational Television; Grade 2; Grade 3; Instructional Materials; *Music Education; Primary Education

IDENTIFIERS- *Songs

Designed to accompany a series of telelessons to stimulate art activities in grades 2 and 3, this songbook correlates with activities in the teacher's guide. Titles of songs included in this book are: Take Time; The Frog's Flute; Howjido; 59th Street Bridge Song; The Put-Togetherer; Good Morning Starshine; Let the Sunshine In; Elephant Song; Spin A Web; Kagome; Words Are Alive; The Put-Togetherer (Reprise); Sing a Rainbow; Imagination; Sentimental Journey; Take Time (Country Style); Boil Them Cabbage Down; Orion; Grandma's Featherbed; Sunshine on My Shoulders; My Dear Old Southern Home; The Pig; I Wish; Can You Remember; Find the Right Sound; So Many Names; Take Time (Scat Style); Send Me a Song; Take Time (Gospel Style); Couldn't Hear Nobody Pray; Happy Birthday; River; Beggin the Blues; We Shall Overcome (both traditionally and as a march); Sisters & Brothers; Gathering Place; Cloud Song; I Wonder; Let the Music Help You; Feets Too Big; It's What's Inside; Love Begins; Buenos Dias, Ninos; Take Time (Spanish Version); De Colores; I Like to See Things; Early Morning Sun; On the Square; The Music Is You; and Circles. There is no sheet music for Lessons 17, 23, 24, 28, 29, or 30. Music used in lessons 23 and 24 can be found in lessons 7 and 22. (IS)

ED 263 048 SP 026 557

*Greendorfer, Susan L.*
Implications of Sport Retirement Research for the Practitioner.

PUB DATE- 19 Apr 85
NOTE- 21p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; *Athletic Coaches; Attitude Change; Psychological Studies; *Retirement; *Role Conflict; Work Attitudes

This paper cites findings from a research study on 1,100 former intercollegiate athletes (427 males and 696 females) to demonstrate the relevance of sport retirement research to coaches and other practitioners. The data are used to challenge typical assumptions about the process of leaving sport (i.e., sport retirement is a termination of involvement and sport retirement requires considerable psychological adjustment to role withdrawal) by suggesting alternative perspectives from which both researchers and practitioners can view sport retirement. Notions of lifelong development, reprioritization of interests, and role transitions are used as a basis from which counselling and/or other interventions can be based. Considerable attention is devoted to the concept of sport role commitment and the development of social and vocational skill alternatives. Implications of the findings for the coach/practitioner are discussed. (Author)

ED 263 065 SP 026 669

*Radich, Carol Ann*

Female Self-Image in Relation to Patriarchal Religious Institutions:
A Study of Socio-Religious Attitudes among Female Teacher-Education
Students.

PUB DATE- 21 Jun 85
NOTE- 34p.; Paper presented at the Annual Meeting of the Pennsylvania Psychological Association (52nd, Lancaster, PA, June 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Influences; *Education Majors; *Females; Higher Education, Psychological Patterns; *Religion; *Self Concept; *Sex Bias; *Student Attitudes

Based on the premises that one's self-concept is the major motivator of human behavior, and that religious beliefs influence self-perceptions, this paper explores various relationships between socio-religious attitudes and their impact on female self-image. A group of 61 female teacher education students responded to a questionnaire assessing their agreement or disagreement with patriarchal religious concepts. The high degree of agreement with statements reflecting patriarchal views of women and traditional sex roles suggests serious concern that women educators may continue to foster sexist attitudes toward women into the next century. (Author)

ED 263 081 SP 026 733

*Tanner, David E.*
The More Things Change...:Teachers and Classroom Computers.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Microcomputers; *Teacher Attitudes

This study investigated whether classroom teachers who have used computers in training sessions are committed to their use in the classroom, and whether some educational applications are consistently seen to be of greater value than others. A questionnaire was designed to determine perceptions regarding: (1) where the computer belongs in terms of school priorities; (2) how effective the computer is; (3) whether teachers and students like computers; and (4) what educational application makes computers most valuable. Teachers who completed the questionnaire had participated in a course entitled "Classroom Application of Microcomputers." Of the group of 27, 25 were practicing classroom teachers of grade levels from kindergarten to the college level. The teachers expressed a strong commitment to computer use. Respondents felt a preference, however, for applications which favored gifted or remedial students rather than applications for all students, such as computer literacy, programming, and problem solving. They also indicated a strong preference for those computer applications which would aid them with instructional and clerical tasks. (JD)

ED 263 098 SP 026 811

*Denton, Jon J.; And Others*
Productivity of Institutions of Higher Education in Terms of Reports of Research and Development in Teacher Education.
**Texas A and M Univ., College Station. Instructional Research Lab.**
PUB DATE- 21 Oct 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Quality; Higher Education; *Institutional Characteristics; *Preservice Teacher Education; Research Projects; Teacher Educators

This study investigates educational research and development productivity in teacher education among colleges and universities in the United States. For the purpose of this inquiry, productivity was based on contributions to the annual meetings of the Association of Teacher Educators, the American Association of Colleges for Teacher Education, and the American Educational Research Association on Teacher Education and leading journals in teacher education over a 5-year period: 1980-1984. Data were analyzed in terms of total productivity yielding a list of 50 institutions which have been active in knowledge production and utilization in teacher education. (Author/JD)

ED 263 113 TM 850 003

*Burstein, Leigh; Sirotnik, Kenneth A.*

The Use of Survey Data in Comprehensive Information Systems for Local School Improvement: Purposes, Practices, and Problems.

**California Univ., Los Angeles. Center for the Study of Evaluation.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 88p.; In: Comprehensive Information Systems for Local School Improvement: A Reality-Test in Secondary Schools (TM 850 001).
GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Educational Environment; Evaluation Methods; High Schools; *Information Systems; Institutional Characteristics; *Instructional Improvement; *School Surveys; *Student Attitudes; Student Characteristics; *Systems Approach; Test Construction; Test Format; Test Results
IDENTIFIERS- California; Evaluation Problems; *Systemic Evaluation

This is one of a series of reports based on an ongoing reality test of systemic evaluation for instructional decision making. This feasibility study is being carried out by the Center for the Study of Evaluation with the Laboratory in School and Community Relations at a suburban Los Angeles high school (called Site A). Viewing a school as a cultural/ecological system, systemic evaluation is a set of principles to guide local development of processes to gather, organize, and utilize information relevant to the needs and values of the system and its members. This paper describes the development and administration of the Site A Student Survey. It examines issues related to the development of school surveys and the integration of survey data into the information system. Survey data is being collected to obtain information about the characteristics, motivations, interests, and activities of school constituents to establish the social context and to assist in the diagnostic activities of school personnel. Future development of teacher, and possibly parent, surveys is planned as well as continued student data collection. Attachments include the Student High School Survey and student responses. (BS)

ED 263 128 TM 850 586

*Bejar, Isaac I.*
Test Speededness under Number-Right Scoring: An Analysis of the Test of English as a Foreign Language.
**Educational Testing Service, Princeton, N.J.**
REPORT NO.- ETS-RR-85-11
PUB DATE- Feb 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Entrance Examinations; *English (Second Language); Estimation (Mathematics); Evaluation Methods; Higher Education; *Item Analysis; *Language Tests; Latent Trait Theory; *Scoring Formulas; Second Language Learning; Simulation; Test Length; *Timed Tests
IDENTIFIERS- Number Right Scoring; *Speededness (Tests); *Test of English as a Foreign Language

The Test of English as a Foreign Language (TOEFL) was used in this study, which attempted to develop a new methodology for assessing the speededness of right-scored tests. Traditional procedures of assessing speededness have assumed that the test is scored under formula-scoring instructions; this approach is not always appropriate. In this study, the approach used capitalized on the use of item response theory in equating TOEFL. Two indices were investigated and validated against artificial data and real data. Both indices were able to identity data that contained the speed component. The application of these indices to several test forms suggested that speed did not play a significant role in TOEFL as a whole. However, the second section appeared to be affected by speed in administrations which included pretest items, resulting in a slightly shorter time allowed per item. It was recommended that the item-based index be used on an operational basis for a trial period. It was also concluded that the time limit for Section 2 be increased when new items are being pretested, or that the number of items be reduced accordingly. (GDC)

ED 263 144 TM 850 618

*Doss, David; Ligon, Glynn*

Empty Bubbles: What Test Form Did They Take?

**Austin Independent School District, Tex. Office of Research and Evaluation.**

REPORT NO.- AISD-ORE-84-39
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Testing; *Error of Measurement; Latent Trait Theory; *Measurement Techniques; Secondary Education; *Test Format; *Testing Problems; Test Results
IDENTIFIERS- *Austin Independent School District TX; Person Fit Measures; Rasch Model; *Rasch Scaled Scores; Sequential Tests of Educational Progress

Upon learning that a form of the Sequential Tests of Educational Progress was incorrectly distributed to an unidentified number of high school students along with an answer sheet pregridded with an alternate test form, the Austin Independent School District performed the following research analyses: (1) scored the tests using the key for each form, calculating a daily total raw score; (2) Rasch-calibrated the tests using the key for Form B, the form the students were supposed to have taken; (3) obtained an average person-fit statistic for each day; (4) created a file which included, for both days of testing, the average person-fit score and the total raw score for both Forms A and B, and also the person-fit scores for each subset; (5) sorted the file by Day 1 average person-fit score and print; (6) sorted the file by Day 2 average person-fit score and print; and (7) examined the output. Six samples illustrate the case types found. Apparently 63 of 65 booklets were used with 78 students taking Form A at least one day. However, there is no empirical evidence to suggest what kind of error rate there is with this procedure. (PN)

ED 263 158                                                    TM 850 642

*Jackson, Elaine E.*
How Biased Is a Self-Selected Sample?
**Austin Independent School District, Tex. Office of Research and Evaluation.**
REPORT NO.- AISD-ORE-84-37
PUB DATE- Apr 85
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- High School Students; *Research Problems; *Responses; *Sampling; *School Surveys; Secondary Education; Student Employment; *Student Needs; Vocational Education
IDENTIFIERS- *Austin Independent School District TX

In October of 1983, Austin Independent School District secondary students (n=1275) completed a Youth Needs Survey (YNS) representing a 16 percent return of the original sample. Because the countywide Social Policy Advisory Committee was using the YNS results for planning, it was decided to use a high school student questionnaire (Questions for Students) to determine if the responses on the YNS had any relation to possible responses of a true random sample of students. From eight of the YNS scale sets it was possible to choose one item that could be used on a districtwide survey, without first acquiring parental permission. These were among the least personally sensitive items, but had been previously correlated with the other items. These items were randomly assigned to about 1,400 high school students each, and each student had one or two items included with other vocational course and job-need questions. Students were promised anonymity on non-course related choices, and the rate of responses was consistent across all items. While the YNS student sample differed from the District, the results indicate that most teenagers' attitudes and opinions are strongly influenced by their common membership in the school system. (PN)

ED 263 173 TM 850 663

*Ekstrom, Ruth B.*
Growth in High School: A Longitudinal Study 1980 to 1982.
**Educational Testing Service, Princeton, N.J.**
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 3 Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
CONTRACT- NCES-300-83-0247
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Achievement Tests; *Cognitive Development; Grade 11; Grade 12; High Schools; *High School Students; Longitudinal Studies; Measurement Techniques; National Surveys; Performance Factors; Scores; Student Attitudes; Student Characteristics
IDENTIFIERS- *High School and Beyond (NCES)

Using the High School and Beyond 1980 to 1982 Longitudinal Study data base, this paper focuses on cognitive growth as evidenced by changing scores on achievement tests of adolescents during their last two years of high school. The analysis had two major phases: (1) a descriptive analysis which provided a variety of cross tabulations of change in the major variables of this study between the students' sophomore and senior years in high school, and (2) a relational analysis to identify the determinants of the gains in tested achievement. This paper is divided into four sections. The first section describes the background characteristics of the high school sophomores and their families in 1980. The second section describes the changes in achievement test scores from 1980 to 1982. The third section documents the changes in school-related behaviors; and aspirations, attitudes and values of the students between their sophomore and senior years. All three of these sections are based on the descriptive analysis. The fourth and final section, which is based on the relational analysis, identifies the individual characteristics and behaviors that were related to test score changes. (PN)

ED 263 188 TM 850 679

*Fidler, James R.; And Others*
Memory for Frequency of Hearing Popular Music.
PUB DATE- May 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Auditory Perception; *Cognitive Processes; Encoding (Psychology); Individual Differences; *Intentional Learning; Learning Processes; *Listening Comprehension; *Memory; Music; Patterned Responses; Perception; *Recognition (Psychology)

This experiment was designed to better understand the effects of individual differences, intent to learn, and stimulus familiarity on frequency judgment accuracy. Half of the participants in the study heard popular songs, and the other half listened to unfamiliar songs. Participants were subdivided into three more groups, introducing the "intent to learn variable". They were (1) aware of an upcoming frequency test, (2) aware of an upcoming memory test, or (3) given a distractor task of completing a math test. A series of taped 10-second song excerpts, separated by 5-second silent intervals, were played to participants. Sixteen songs were repeated at varying frequencies throughout the tape. Participants were asked to judge how many times they had heard each song. Analyses of variance were performed on mean frequency of each group. Persons judging unfamiliar music tended to inflate their frequency estimates compared to persons judging familar music. Frequency judgment ability seemed to be impaired for persons in the distractor condition. High music-knowledge persons exhibited superior frequency judgment accuracy. (LMO)

ED 263 203 TM 850 698

*Erickson, Frederick*
Qualitative Methods in Research on Teaching. Occasional Paper No. 81.
**Michigan State Univ., East Lansing. Inst. for Research on Teaching.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- Feb 85
NOTE- 147p.
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; *Classroom Research; Data Collection; Data Interpretation; Educational History; *Educational Research; Elementary Secondary Education; Higher Education; *Instruction; Naturalistic Observation; *Participant Observation; *Research Methodology; Research Needs; Research Problems; Research Utilization; *Teacher Effectiveness
IDENTIFIERS- *Interpretive Research; Qualitative Research

Basic issues concerning interpretive research, and theories and methods of using interpretive research to study teaching are discussed. The concept of interpretive research may also be known as ethnographic, qualitative, participant observational, case study, symbolic interactionist, phenomenological, or constructivist. Interpretive research studies the meaning of actions that occur, both in face-to-face interactions and in the wider society surrounding the immediate scene of action. To conduct interpretive research on teaching, intense and long-term participant observation in an educational setting is required, followed by deliberate and long-term reflection on what was observed. Questions regarding the observer's point of view, previously learned formal theories, cultural conditioning, and personal values must be considered. Attitudes toward teaching and learning as well as measures of effectiveness are also worth examining. This paper argues that such detailed scrutiny of everyday teaching routines is a route to improving educational practice, as performed by university researchers as well as practicing teachers. (GDC)

ED 263 217 TM 850 713

*Black, Allen*
Structural-Developmental Theory and Elementary School Teaching.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Concept Formation; Concept Teaching; *Developmental Stages; *Educational Theories; Elementary Education; *Epistemology; Learning Processes; *Learning Theories; Student Teaching; Teacher Education
IDENTIFIERS- Cognitive Psychology; *Developmental Teacher Education Programs; *Piagetian Theory

This paper supports the position that Piaget's theory (including both structural and functional components), methods, and empirical data have a central role to play in the development of an effective, comprehensive pedagogy. A structural-developmental theory coordinates the teacher's knowledge of curriculum with knowledge of cognitive demands across subject areas. The Developmental Teacher Education program at the University of California, Berkeley, makes an effort to integrate principles of human development with educational practice, using structural-constructivist orientation as unifying theme. This program is a model for integrating knowledge of developmental psychology and knowledge of subject. There are two components of the program: (1) a two-year, preservice, postgraduate sequence of coursework and supervised teaching, leading to a Master's degree, and (2) two-year inservice for experienced teachers, leading to a Masters degree with a special education option. (LMO)

ED 263 231 UD 024 456

*David, Jane L.*
New Orleans Effective Schools Project. An Interim Report to the Orleans Parish School Board.
**Southern Coalition for Educational Equity, Jackson, MS.**
PUB DATE- May 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Educational Improvement; Junior High Schools; Middle Schools; *Program Implementation; *School Effectiveness; *Summer Programs
IDENTIFIERS- *New Orleans Effective Schools Project LA

The primary goal of the Southern Coalition for Educational Equity's New Orleans Effective Schools Project is to improve academic achievement at one middle school, Martin Behrman, in ways that can be replicated by schools facing similar problems. The Project is based on research findings about school improvement from the school effectiveness literature and focuses resources--primarily in-person assistance--on one school for a 5-year period. Martin Behrman Middle School was selected as the first Project School from among twelve "high risk" schools. In the fall of 1982, Behrman began its planning year, to be followed by three years of implementation. The goal of the planning year was to establish a Site Council representing all relevant constituencies and to develop a plan that would increase academic achievement over a three to five year period. During the first implementation year, at the request of the Site Council, project staff conducted a full day workshop on positive discipline and helped a committee of teachers develop a system of rules and consequences that included both preventive and punitive components. A management team was created to support the school administrative staff. Additionally, the Behrman Special Summer Program was implemented and achieved great success. The Summer Program provided five weeks of daily reading instruction to over 90 students. Final test results of the summer students demonstrated larger than expected gains in reading comprehension. In the Project's second year of implementation, it continued to build on changes begun during the first year. The College Board's reading comprehension test, Degrees of Reading Power (DRP) was administered to insure measurement of progress towards the goal of improved comprehension, and an outside expert prepared a report on the barriers to effective use of instructional time at Behrman. As the project enters the third year of implementation, it is ready to be replicated in similar "high-risk" schools. A network between Behrman and other schools will be developed, and the replication schools will be selected by the end of 1985. (KH)

ED 263 244 UD 024 508

*Samuels, Marilyn; And Others*
Instrumental Enrichment with Low Achieving Adolescents.

SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Oct 84
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; *Cognitive Development; Foreign Countries; *Learning Strategies; *Low Achievement; *Program Effectiveness; *Remedial Instruction; Secondary Education; *Teacher Attitudes; Vocational Education
IDENTIFIERS- Calgary School Board (Canada); Feuerstein (Reuben); *Instrumental Enrichment

An assessment study was conducted on the effectiveness of a cognitive education program, Feuerstein's Instrumental Enrichment, in meeting the needs of a class of low achieving adolescents at a vocational school in Calgary, Canada. Fifteen students participated in an Instrumental Enrichment class for one 45 minute period five days a week over two years. They were compared to a group of similar students who did not receive the program. Students were assessed at the beginning of the study, at the end of each year of the program, and one year after the program was completed. They were reassessed in four areas: (1) reasoning and intelligence; (2) achievement; (3) attitudes; and (4) behavior. In addition, teachers in the project school were surveyed to ascertain their beliefs and attitudes towards low achieving students and the experimental program. Results indicated few significant differences between the groups on the retest data over the three years. However, there was considerable attrition from the study each year and examination of the reasons for attrition indicated that it was not random. It was found that students in the experimental group who had high reading and mathematics scores were more likely to move to other schools to pursue academic programs than were low scoring experimental students or high and low scoring controls. They were also more likely to remain in school than were the control group. While absentee rates did not differ significantly for the two groups, control students who had high absentee rates were more likely to leave school than were experimental students. Teachers' attitudes to this program were extremely positive, and teachers' attitudes toward reasons for failure of normally intelligent students shifted over the course of the study to include poor thinking skills. (Author/KH)

Bilingual Pupil Services 1983-1984. OEA EvaluationReport.
**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**

PUB DATE- 85
NOTE- 83p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, New York, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Chinese Americans; Elementary Education; Hispanic Americans; *Inservice Education; Limited English Speaking; Mathematics Instruction; Native Language Instruction; *Paraprofessional School Personnel
IDENTIFIERS- New York (New York)

The Bilingual Pupil Services Program (B.P.S.) has been administered for ten years by the Office of Bilingual Education of the New York City Public Schools. In the 1983-84 school year the project provided in-service training of para-professionals to work with students of limited English proficiency (LEP) in grades one through six in the already existing Hispanic component and a new Chinese component. This evaluation focuses on the four sites serving the Chinese LEP students and a follow-up study of the past three years' paraprofessional participants in B.P.S. Students were assessed in English reading, Spanish reading, Chinese reading and mathematics (in English), with the following results: (1) Hispanic students made statistically significant gains in English reading, and Chinese students in grades two, three, five, and six also made significant gains; (2) Hispanic students gained in mathematics, an area in which Chinese students has mixed results; (3) Spanish reading tests showed significant gains in all but fifth grade; (4) results on the Chinese reading examinations were statistically significant. It was found that most paraprofessional graduates of B.P.S. become bilingual teachers, and over 70% are placed within New York City. The following recommendations are made for program improvement: (1) establish agreements with local universities to complement in-service training of paraprofessionals; (2) hire a field instructional specialist for the Chinese component; (3) acquire and adapt Chinese language materials; (4) test all Chinese LEP students schools to determine language proficiency; (5) study language policy of target schools in Chinese component with emphasis on frequency of native language use; (6) conduct workshops on the cultural styles of both Hispanic and Chinese peoples to enhance cross-cultural understanding. (CG)

ED 263 270 UD 024 546

Suspended Students--Suspended Learning: A Report on Suspensions in the Philadelphia Public Schools.

**Parents Union for Public Schools, Philadelphia, PA.**

PUB DATE- 82
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discipline; *Discipline Policy; Elementary Secondary Education; Instructional Improvement; *Out of School Youth; *Suspension
IDENTIFIERS- *Pennsylvania (Philadelphia)

This report on suspension practices in the Philadelphia Public School system finds that: (1) Since 1977, on the average, 14.9% of the students have been suspended at least once; (2) Of secondary students, 24.9% have been suspended at least once (since 1977); (3) Overall suspension rates have increased for both minority and non-minority students; (4) There is a disproportionate rate of suspension of minority students in some subdistricts; and (5) Socioeconomic class and race differences do not explain high or low suspension rates since some schools with very similar student bodies had very different rates. Site visits to schools offered some possible explanations for different rates of suspension in schools: (1) Low suspension rates correlated with high community-school involvement; (2) Emphasis on instructional development had a beneficial impact on suspension rates; (3) Schools with high suspension rates were characterized by leadership whose interest was in setting standards in order to achieve control, while schools which emphasized instructional development had low suspension rates; (4) Alternative disciplinary programs were viewed by students and staff as meaningless, leaving suspension the only effective mechanism to control behavior. The report concludes with various policy and procedural recommendations for lowering suspension rates. (CG)

ED 263 284 UD 024 562

*Perez, Lisandro*
The Cuban Population of the United States: The Results of the 1980 U.S. Census of Population. Occasional Papers Series, Dialogues #40.
**Florida International Univ., Miami. Latin American and Caribbean Center.**
PUB DATE- Sep 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; *Cubans; Demography; Educational Attainment; Employment Patterns; Family Characteristics; Family Income; *Hispanic Americans; *Population Distribution

The principal results of the 1980 United States Census regarding Cuban Americans are summarized and analyzed in this report. The presentation is divided into the following sections: (1) residence and geographic distribution; (2) age and sex composition; (3) fertility; (4) family structure and marital status; (5) educational characteristics; (6) labor force participation and employment; (7) class of worker, industry and occupation; and (8) income. Major findings of this data set, which is said to be unprecedented in its comprehensiveness and detail, are the following: the Cuban population surpasses the total United States population, as well as every other major Hispanic group, in the proportion that resides in metropolitan (mostly suburban) areas. In comparison with the other Hispanic populations, as well as with the total United States population, the Cubans are not only the oldest group (median age: 37.7 years), but also the group with the highest proportion of females. The Cuban rate of reproduction is relatively low, especially in comparison with other Spanish-origin groups. Cubans have the lowest proportion of families with children, but also a relatively low proportion of never-married persons. The number of school years completed by the Cuban-origin population was 12.2, slightly below the corresponding figures for other groups (except Mexicans and Puerto Ricans). The proportion of all Cubans over 16 in the labor force is higher than the corresponding figure for all other groups. Cubans are least likely to be employed in the public sector, and exhibit a higher proportion of self-employed persons in comparison with other Hispanic groups. The cuban median family income is closer to the figure for all families in the United States than that of other Hispanic groups. (KH)

ED 262 958                                                    SE 046 048

Astronomy & Aerospace Science. Science Syllabus for Middle and Junior High Schools. Block F.

**New York State Education Dept., Albany. Bureau of Curriculum Development.**

PUB DATE- 85

NOTE- 83p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Aerospace Education; *Astronomy; Course Descriptions; *Earth Science; *Elementary School Science; Intermediate Grades; Junior High Schools; *Science Activities; Science Education; Science Experiments; *Secondary School Science

IDENTIFIERS- New York

Listed in this science syllabus are concepts and understandings in five areas of astronomy (earth, studying the heavens, earth's moon, the sun and other stars, and the solar system) and two areas of aerospace science (flight in air and flight in space). Included with these The booklet also includes questions for students to answer and, when applicable, a code to an activity presented in the appendix. Program objectives and performance criteria are provided for the five astronomy and two aerospace science areas, as is a list of 23 science processes keyed to the activities. All of the 63 activities (designed to assist students in attaining the program objectives) include a list of materials needed, procedures, and discussion of results. (JN)

ED 262 974 SE 046 186

*McKenzie, Garry D.; Utgard, Russell O.*

Field Guide to the Geology of Parts of the Appalachian Highlands and Adjacent Interior Plains.

**Ohio State Univ., Columbus. Dept. of Geology and Mineralogy.**

PUB DATE- 85
NOTE- 140p.; Document contains several colored maps which may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Science; *Field Trips; *Geology; Higher Education; *Science Activities; Science Education

This field guide is the basis for a five-day, 1000-mile trip through six states and six geomorphic provinces. The trip and the pre- and post-trip exercises included in the guide constitute a three credit course at The Ohio State University entitled "Field Geology for Science Teachers." The purpose of the trip is to study the regional geology, which ranges from Quaternary glacial deposits through a folded and faulted Paleozoic terrane to an igneous and metamorphic terrane. Study of geomorphological features and the application of geomorphology to aid in understanding the geology are also important objectives of the field trip. The trip also provides the opportunity to observe and study relationships between the geology of an area, its natural resources, and the culture and life styles of the inhabitants. For teachers participating in the trip, it demonstrates the advantages of teaching a subject like geology in the field and the nature of field evidence. In addition to a road log and stop descriptions, the guide includes a very brief introduction to the geology of the Appalachian Highlands and the Interior Plains, a review of geological terms, concepts, and techniques, and notes on preparing for and running field trips. (JN)

ED 263 049 SP 026 577

A Summary Evaluation of the School Health Education Program in Appalachia Maryland.

**Maryland Univ., College Park. Center for Educational Research and Development.**

SPONS. AGENCY- Regional Education Service Agency of Appalachian Maryland, Cumberland.
PUB DATE- Jun 83
NOTE- 206p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Responsibility; Elementary Secondary Education; *Health Education; Program Attitudes; Program Effectiveness; *Program Evaluation; *Program Implementation; School Community Relationship; Student Attitudes

"A School Health Education Program for Appalachia" provides a holistic curriculum for grades K-7 by combining two validated health curriculum models. It has been implemented in three school systems located in the western section of Maryland. This evaluation focuses entirely on project implementation efforts in the three school systems with the objective of facilitating the dissemination activities which were the major mission of the project. Particular attention was paid to management functions and activities associated with the implementation efforts. The roles and functions of administrators and supervisors who played a managerial role in project implementation were studied and analyzed. Also examined were the ways in which teachers used materials essential to the program; how they scheduled activities; how they used resources; and how they planned for individual differences and needs. Attention was given to the role and response of the learners to the program and to the acceptance and support it received from local citizens--especially parents. Students were examined not only for their knowledge of program content, but for the attitudes and behaviors they developed as the result of this instruction and learning. Finally, the evaluation sought to explore "carry-over" or "spin-off" effects that the program may have had on other aspects of education. Curriculum outlines are included as well as the forms used as evaluation instruments. (JD)

ED 263 066 SP 026 673

*Donovan, James H.; And Others*
Initiatives for Teacher Quality in New York State.
**New York State Senate, Albany. Senate Education Committee.**

PUB DATE- Jul 85
NOTE- 22p.; Appendices contain small print.
AVAILABLE FROM- Senator James H. Donovan, Senate Education Committee, 708 Legislative Office Building, Albany, NY 12247 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Educational Legislation; Inservice Teacher Education; Master Teachers; *State Programs; *Teacher Education; *Teacher Effectiveness; Teacher Interns
IDENTIFIERS- *New York

Descriptions are given of six initiatives for improving teacher quality in New York State. Provisions, administration, funding, allowable uses of funds, and method of distribution are discussed for each of the programs. The proposed projects are involved in: a career ladder/internship program for teachers; an internship/master teacher program; an intership/consultantship program; a teacher enrichment program; a teaching aid program; and a teacher and administrator internship program. Responses of organizations and individuals to the proposals are presented, and future considerations to be taken into account are also discussed. A chart compares teacher related initiatives underway in New York to those in other states. (CB)

ED 263 082 SP 026 741

*Lang, Darrel*

Study of Health Behaviors of Kansas Students. September-December, 1983. Grades K-12.

**Emporia State Univ., KS. Div. of Health, Physical Education, Recreation and Athletics.**

PUB DATE- Oct 84
NOTE- 49p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Use; Elementary Secondary Education; *Exercise; *Nutrition; Physical Health; *Safety; *Stress Management; Student Attitudes; *Student Behavior

A survey was conducted investigating the health habits and attitudes of 18,000 K-12 students enrolled in Kansas public schools. This document presents results of the study in tabular form. Information is provided on responses to questions dealing with: (1) stress management; (2) nutrition; (3) use of alcohol; (4) safety; (5) smoking; and (6) physical activity. Tables present numbers and percentages of responses by males and females on selected questions in each of these areas. (JD)

ED 263 099 SP 026 813

Strengthening Teaching in New York State. A Review of Issues.
**New York State Education Dept., Albany.**

PUB DATE- Sep 85
NOTE- 25p.; Prepared for the 1985-86 Regent/Commissioner's Regional Conferences on Strengthening Teaching.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Preservice Teacher Education; Teacher Certification; Teacher Characteristics; Teacher Salaries; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- *New York

This document focuses on critical areas that affect teachers as the direct providers of educational service to students. It summarizes critical issues in teaching, raises key questions to be resolved, describes the current system of teacher certification and provides a bibliography for further reading. Brief discussions are presented on: (1) the professional status of teachers; (2) teacher salaries; (3) daily teaching load and class size; (4) professional discipline; (6) preservice teacher education; (7) credentials for teacher certificates; and (8) teacher recruitment. Statistics on New York State teachers are displayed on charts which provide information on teacher compensation, provisional certificates issued, and characteristics of public school classroom teachers. (JD)

ED 262 944 RC 015 516

*Juarez, Rumaldo Z.; And Others*
Preliminary Findings of a South Texas Elderly Needs Assessment Survey: A Rural-Urban Comparison of Hispanic and Non-Hispanic Elderly Family Support.
PUB DATE- 24 Aug 84
NOTE- 27p.; Paper presented at the Annual Meeting of the Rural Sociological Society (College Station, TX, August 24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- Anglo Americans; Blacks; Comparative Analysis; Cultural Differences; Educational Attainment; Extended Family; Family (Sociological Unit); *Family Involvement; *Hispanic Americans; Mexican Americans; Middle Aged Adults; *Needs Assessment; *Older Adults; *Quality of Life; Rural Population; *Rural Urban Differences; Socioeconomic Status; Urban Population
IDENTIFIERS- Family Responsibility; Texas (Cameron County); Texas (Hidalgo County); *Texas (South); Texas (Willacy County)

Elderly Hispanic and non-Hispanic rural and urban noninstitutionalized residents of three Texas counties (Hidalgo, Cameron, and Willacy) which border Mexico showed significant differences in educational attainment, income, occupation, and family support. Face-to-face interviews were conducted by mostly bilingual elderly volunteers. Age distribution was similar for 646 Hispanics and 155 non-Hispanics--140 Anglos and 15 Blacks; 90% of Hispanics and 33% of non-Hispanics did not complete high school; 75% of Hispanics had incomes less than $5,000, derived primarily from government assistance; four-fifths of urban and two-thirds of rural non-Hispanics had incomes greater than $5,000 and were several times more likely to have retirement pensions or private income; 50% of non-Hispanics and 15% of Hispanice had held white collar jobs. More non-Hispanics lived alone or with spouses; more Hispanics lived with spouses and children, children, or other kin. Both urban and rural Hispanics evidenced a more extensive, more supportive kinship network. Hispanic elderly had greater frequency of interaction with family members and received more frequent monetary support and twice as much service support from family. Survey findings may help policymakers avoid overestimating family support when reducing public services and may promote understanding of cultural differences in treatment of the elderly. (LFL)

Simple Assessment Techniques for Soil and Water. Environmental Factors in Small Scale Development Projects. Workshops.

**Coordination in Development, New York, NY.**

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Agriculture; Community Programs; Conservation (Environment); *Developing Nations; *Laboratory Procedures; Microbiology; Natural Resources; Physical Environment; *Soil Conservation; *Technical Assistance; *Water Resources
IDENTIFIERS- *Appropriate Technology

This booklet was produced in response to the growing need for reliable environmental assessment techniques that can be applied to small-scale development projects. The suggested techniques emphasize low-technology environmental analysis. Although these techniques may lack precision, they can be extremely valuable in helping to assure the success of small-scale development projects. Tests that deal with significant features of soil and water are discussed. These include: (1) soil pH; (2) soil texture; (3) percolation; (4) dissolved minerals; (5) sodium in water; and (6) coliform bacteria. Each test contains background information, a materials list, suggested procedures and an interpretation section. A field practice data sheet and a situation data sheet are also included. (ML)

ED 263 004 SE 046 219

*Meyer, G. Rex, Ed.; Rao, A. N., Ed.*
Teaching Science Out-of-School with Special Reference to Biology.
**Asian Network for Biological Sciences.; International Union of Biological Sciences. Commission for Biological Education.**
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-0-85837-537-0
PUB DATE- 84
NOTE- 159p.
AVAILABLE FROM- Professor A. N. Rao, Secretary, ANBS, Botany Dept., National Univ. of Singapore, Lower Kent Ridge Road, Singapore 0511 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biology; Concept Formation; Educational Trends; Elementary Secondary Education; *Environmental Education; *Field Instruction; Field Trips; Foreign Countries; Higher Education; *Outdoor Activities; Outdoor Education; *Science Activities; *Science Education; Science Programs; Teachers; Zoos
IDENTIFIERS- *Out of School Programs; Singapore

This book contains a selection of previously unpublished papers from an international Asian symposium on out-of-school science activities. These papers include: "Educational and Social Values of Out-of-School Science" (Peter Kelly); "School Versus Out-of-School: An Artificial Dichotomy" (William Mayer); "Biology of Leisure" (A. Rao); "Influences of Out-of-school Activities on Concept Formation in Science" (Gerhard Schaefer); "Problems and Prospects of Popularising Science and Technology Through Non-school Activities--Some Thoughts on the African Situation" (Michael Atchia); and "The Continuing Professional Development of School Teachers for Out-of-school Science Activities" (G. Rex Meyer). The volume also includes papers addressing regional trends and case studies: "Development of Out-of-school activities in Science Education in Jordan" (Elias Baydoun); "A Checklist of Out-of-school Science Activities in Kuwait" (M. Subbarini and A. Kablaoui); "Out-of-school Science Activities in Malaysia" (Cheong Siew Yoong); "Field Trips and School Camps--Developments in British Columbia" (Fred Gornall); "Out-of-school Activities in Japan for Primary and Secondary schools" (Kozo Imahori); "Out-of-school Science Activities--Retrospect and Prospects in the Caribbean" (Winston King); "Out-of-school Science Activities in the Federal Republic of Germany--An Historical Note" (Gerhard Schaefer); and five papers on out-of-school biology activities in Singapore. The conclusion contains the paper "The Place of Out-of-school Science in General Education--Current Trends and Future Prospects" (G. Rex Meyer). (JN)

ED 263 019 SE 046 246

*Wood, C. A.; And Others*

Titanium: The Aerospace Metal.

**Royal Society of Chemistry (Scotland). Education Div.**

SPONS. AGENCY- Royal Society of Chemistry (Scotland). Education Appeal Fund.; Scottish Curriculum Development Service (Scotland). Education for the Industrial Society Group.
PUB DATE- 84
NOTE- 62p.; One of a series entitled "Interactive Teaching Material for Schools and Colleges: Chemistry Packages for Sixth Formers." For the other documents in the series, see SE 046 247-251.
AVAILABLE FROM- Scottish Council for Educational Technology, Victoria Crescent Road, Dowanhill, Glasgow G12 9JN, Scotland (1 pound plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Metals; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods; Thermodynamics; Units of Study
IDENTIFIERS- *Scotland; *Titanium

This unit is one of a group of units written to fit the Certificate of Sixth Year Studies (CSYS) chemistry course, but it could also be used in most Sixth Form courses. It includes: (1) a reading for students to complete at home before starting the main package; (2) a collection of group and/or individual student activities; (3) background notes for teachers and two background papers ("The Story of Titanium" and "Titanium and Its Alloys"); and (4) answer sheets which are attached to part three. These materials are intended to cover the thermodynamics and metals chemistry sections of the CSYS syllabus. (DH)

ED 263 033 SO 016 798

*Gleason, Sharon L.*
Review of the Alaska Statutes for Sex Discrimination.
**Alaska State Commission on the Status of Women, Anchorage.**
PUB DATE- May 85
NOTE- 80p.; Document is printed in colored ink on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights Legislation; Divorce; Economically Disadvantaged; Employment Problems; Family Relationship; *Feminism; Insurance; *Laws; Parent Child Relationship; Pregnancy; *Sex Discrimination; Sexual Abuse; Social Science Research; *State Legislation; Veterans
IDENTIFIERS- Alaska

Findings of a project to review Alaska statutes for evidence of sex discrimination is divided into 14 sections. An introduction provides an overview of the project scope, history, organization, and research procedure. A section on insurance looks at gender-based insurance rates and conversion and continuation of health benefits. Under the category of dissolution/divorce, the following types of statutes are examined: separate residences, name changes, interim spousal support and attorney's fees during divorce, grounds for divorce, child custody, and dissolution proceedings. Under the category of parent-child relationship, the study looks at statutes on parent responsibility, failure of custodial parent to permit visitations with child, out-of-wedlock children, and housing discrimination on the basis of parenthood. A section on pregnancy and related issues considers pregnancy leave for state employees, registration of fetal deaths, abortion, and prenatal blood tests. Statutes related to sexual assault and prostitution are treated in separate sections, as are inheritance and probate, partnerships, and public employee retirement benefits. A section on employment statutes considers wage discrimination and employment of the handicapped. A section on veteran's benefits examines civil service employment, veteran's preference statutes, loans, and related benefits. Additional sections look at the "head of family" designation and needy persons. (LP)

ED 263 114 TM 850 004

*Sirotnik, Kenneth A.; Burstein, Leigh*
Making Sense Out of Comprehensive School-Based Information Systems: Exploring Analyses and Reporting Methods for School Staff.
**California Univ., Los Angeles. Center for the Study of Evaluation.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 64p.; In: Comprehensive Information Systems for Local School Improvement: A Reality-Test in Secondary Schools (TM 850 001).
GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Data Analysis; *Evaluation Methods; Evaluation Utilization; Feasibility Studies; High Schools; *Information Systems; Instructional Improvement; *Records (Forms); Reports; School Districts; School Surveys; Student Records; Systems Approach; *Teacher Attitudes
IDENTIFIERS- California; Computerized Accountability Student Achievement; *Report Format; *Systemic Evaluation

This is one of a series of reports based on an ongoing reality test of systemic evaluation for instructional decision making. This feasibility study is being carried out by the Center for the Study of Evaluation with the Laboratory in School and Community Relations at a suburban Los Angeles high school (called Site A). Viewing a school as a cultural/ecological system, systemic evaluation is a set of principles to guide local development of processes to gather, organize and utilize information relevant to the needs and values of the system and its members. This paper details the development and testing of report formats using Site A Student Survey data and other student data in the existing district information system. The process involved collaboration with both school and district staff. Three preliminary report forms were developed: (1) Student-At-A-Glance; (2) Class-At-A-Glance; and (3) School-At-A-Glance. Several issues emerged during this project: (1) clinical versus social uses of information; (2) teachers as researchers and data analysts; (3) the power of numbers; (4) the quest for simplicity in complexity; and (5) the educative function in collaboration. Appendices include the Student Survey and results, workshop guidelines, district information system description, and annotated report formats. (BS)

ED 263 129 TM 850 594

*Carroll, John B.; And Others*
Improving Education: Perspectives on Educational Research.
**National Academy of Education, Pittsburgh, PA.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 49p.
AVAILABLE FROM- The National Academy of Education, LRDC Building, University of Pittsburgh, Pittsburgh, PA 15260.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Attitude Change; Educational Change; Educational History; *Educational Improvement; *Educational Policy; Educational Practices; Educational Psychology; Educational Quality; *Educational Research; Elementary Secondary Education; Higher Education; *Instructional Improvement; Policy Formation; Research Design; *Research Problems; *Research Utilization; Social Science Research; State of the Art Reviews; Teacher Education

Seven papers on educational research and educational improvement are presented. Robert Glaser, in the introduction, states that efforts to realize our aspirations for educational change, as well as in the social surroundings and public attitudes that aid school reforms, can be greatly assisted through research. John B. Carroll discusses significant educational research and the process of educational research's impact on education. James S. Coleman offers recommendations for planning educational policy research and for publishing the results. Harold Howe II reflects on the difficulties involved in the acceptance of educational research and the difficulty of convincing political authorities to support it, and presents the concept of disciplined inquiry. Robert A. LeVine describes research in comparative education and human development that has influenced attitudes toward the effects of education. Jacob Mincer considers the role of education in economic growth and its effects on wage structure in the labor market, and discusses the concepts of overeducation and undereducation. Lauren B. Resnick emphasizes the importance of cognitive science in improving instruction. Finally, Lee S. Shulman links research on teaching and learning with improvement of teaching and teacher training. (GDC)

ED 263 145 TM 850 620

*Wegner, Toni Giuliano; Ree, Malcolm James*

Armed Services Vocational Aptitude Battery: Correcting the Speeded Subtests for the 1980 Youth Population.

**Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.**
REPORT NO.- AFHRL-TR-85-14
PUB DATE- Jul 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Answer Sheets; Armed Forces; Data Analysis; Data Collection; *Data Interpretation; *Equated Scores; Mathematical Models; Norm Referenced Tests; *Occupational Tests; Population Trends; *Sampling; Statistical Analysis; Testing Problems; *Test Reliability; Test Validity
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

In the late 1970s, the Department of Defense requested that the reference population for the Armed Services Vocational Aptitude Battery (ASVAB) be changed and updated to reflect the current youth population. Analyses of new data collected in 1980 indicated that speeded subtest scores of the new sample were atypically low and that the sample might therefore be inappropriate for use as a reference. A preliminary investigation traced the problem to a nonoperational answer sheet used for data collection of the 1980 youth sample. The present project was designed as a large-scale test of the differences between these nonoperational answer sheets and the operational answer sheets. Data were collected on the two speeded subtests from about 9,500 service applicants at Military Entrance Processing Stations; half used operational and half used nonoperational answer sheets that were employed in the youth sample. Scores from nonoperational answer sheets were then equated to scores from the operational answer sheets. Adjustments based on equatings between the operational and nonoperational answer sheets were found to resolve the observed anomalies in the 1980 sample. Results indicated that the 1980 sample of American youth could be used appropriately with these adjustments. (Author/LMO)

ED 263 159 TM 850 643

*Lang, H. R.; Scarfe, D. R.*
The Group as Support in a Native Teacher Education Program.
PUB DATE- 28 May 85
NOTE- 35p.; Paper presented at the Annual Meeting of the Canadian Association of Teacher Educators, Canadian Society for the Study of Education (Montreal, Quebec, May 28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; Elementary School Teachers; *Group Dynamics; Group Experience; Higher Education; Models; Professional Development; Self Concept; *Social Support Groups; *Teacher Education Programs
IDENTIFIERS- Metis (People); Saskatchewan (Regina); Saskatchewan Urban Nature Teacher Educ Program

This study examines a specific Indian/Metis teacher education program which uses the group as a support system--the Saskatchewan Urban Native Teacher Education Program (SUNTEP) at Regina. SUNTEP is a part of the Elementary Teacher Education Program of the Univesity of Regina. This paper: (1) discusses the support services and systems provided as a part of Native teacher education programs; (2) surveys the importance and role of the group and stages of development, as indicated by a review of the pertinent literature; (3) describes the SUNTEP (Regina) program and events contributing to group development; (4) analyzes these events in terms of stages of group development and group health and effectiveness; (5) provides conclusions and implications regarding the SUNTEP (Regina) development of the group as support system; and (6) proposes a model for future group development at SUNTEP (Regina). A description of the University of Regina Elementary Teacher Education Program, on which SUNTEP (Regina) is modeled, is appended. (PN)

ED 263 174 TM 850 664

*Defino, Maria; Jenkins, Vivian*
A Look at State Compensatory Education in AISD, 1984-85.
**Austin Independent School District, Tex. Office of Research and Evaluation.**
REPORT NO.- AISD-ORE-8424
PUB DATE- 85
NOTE- 15p.; For a related document, see ED 252 589.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Basic Skills; *Bilingual Education Programs; *Compensatory Education; Elementary Secondary Education; *Evaluation Criteria; Program Evaluation; School Counseling; School Districts; School Guidance; *State Programs
IDENTIFIERS- *Austin Independent School District TX; Texas Assessment of Basic Skills; Transitional Bilingual Education Programs

This report documents the purpose and results for each information source used in the evaluation of the 1984-85 State Compensatory Education (SCE) program by providing a look at programs traditionally funded by SCE: (1) elementary instruction; (2) guidance and counseling; (3) Project Achieve; (4) Transitional Bilingual Education (TBE) Program; (5) Texas Assessment of Basic Skills; and (6) Management Information System. The results indicated two major positive findings. First, seventh-grade TBE participants made strong growth as evidenced by gains in reading, language and mathematics scores. Eighth-grade TBE students made greater than expected gains in reading and mathematics. Second, all SCE-eligible, Hispanic limited-English-proficient students in schools without bilingually certified SCE teachers had access to other bilingually certified classroom teachers. Major findings that require further action indicate that: (1) there are questions as to whether the program fully focused on the target population; (2) the majority of SCE teachers continue to use pull-out formats for delivery of instruction, for a variety of reasons; and (3) Project Achieve appears to lack visibility. (Author/PN)

ED 263 189 TM 850 680

*McCoy, Jack*

New Mexico Standardized Testing Program Report. 1983-1984 School Year.

**New Mexico State Dept. of Education, Santa Fe. Evaluation, Testing, and Data Management Unit.**

PUB DATE- Nov 84
NOTE- 30p.; For the report for 1980-1981, see ED 227 125.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Basic Skills; Bilingual Students; Educational Testing; Elementary Secondary Education; Grade 3; Grade 5; Grade 8; Minority Groups; Scores; *State Programs; *Student Evaluation; Testing Programs; *Test Norms; *Test Results
IDENTIFIERS- *Comprehensive Tests of Basic Skills; *New Mexico

In March of 1984, a total of 55,771 New Mexico public school students in grades 3, 5, and 8 were tested with the Comprehensive Tests of Basic Skills (CTBS) as required by the statewide standardized testing program. This document reports scores as national percentile ranks, and indicates the position of New Mexico students compared to a national sample of students. Scores are reported in 14 categories for each grade tested. Test results show that out of a total of 42 scoring categories for all three grades tested, 41 categories were at or above the national norm. In grade 3, the percentile rank scores in all fourteen categories were up from the previous year, and scores for grade 5 were higher in nine categories. Scores for grade nine increased in eleven categories. The appendix provides a summary of percentile scores in grades 3, 5, and 8 based on student's ethnicity, dominant language, and involvement in bilingual education programs. All of the percentile rank scores listed for Hispanic, Native American, and Black students were equal to or greater than the scores achieved by these ethnic groups in the previous year. (LMO)

*Hoffman, Lee McGraw*
Qualitative Strategies in Evaluating a Statewide Instructional Improvement Program.
**Louisiana State Dept. of Education, Baton Rouge.**
PUB DATE- 11 Oct 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Evaluation Research Society (San Francisco, CA, October 11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Case Studies; *Change Strategies; Data Collection; Educational Change; Elementary Secondary Education; *Evaluation Methods; Evaluators; Field Interviews; Improvement Programs; Instructional Improvement; *Linking Agents; Program Administration; Program Attitudes; *Program Evaluation; *Reading Improvement; Reading Programs; State Programs; Success
IDENTIFIERS- Louisiana; *Louisiana Special Plan Upgrading Reading Project; *Qualitative Data

A case study approach was used to evaluate the statewide reading improvement project in Louisiana called Special Plan Upgrading Reading (SPUR). SPUR emphasized a change agent approach by providing Technical Assistants and small stipends (approximately $5,000) to participating school districts. During the first two years of the evaluation, primarily quantitative data were collected on achievement, services provided, and changes in classroom instruction. The case study approach was used during the third year, examining particularly successful instances of project adoption, to describe how SPUR worked and to explain why it worked. Twelve schools from six local school districts were examined in detail. Evaluators interviewed the local SPUR director, superintendent, principals, teachers, and the SPUR Technical Assistants. Questions involved the major project effect; the key person, event, or situation associated with its success; and suggestions for making SPUR more effective. Some of the conclusions were that (1) change followed a classic adoption-diffusion process, with situations affecting the rate of change; (2) support from the central office was crucial; (3) Technical Assistants were effective both inside and outside the school district; (4) change could be initiated either within or outside the school; and (5) side benefits were significant. (GDC)

ED 263 218 TM 850 714

*Doolittle, Allen E.*
Understanding Differential Item Performance as a Consequence of Gender Differences in Academic Background.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; High Schools; Item Analysis; Mathematics Achievement; *Mathematics Instruction; *Sex Differences; *Spatial Ability; Statistical Analysis; *Test Bias; Testing Problems
IDENTIFIERS- *ACT Assessment Mathematics Usage Test; *Differential Item Performance

Differential item performance (DIP) is discussed as a concept that does not necessarily imply item bias or unfairness to subgroups of examinees. With curriculum-based achievement tests, DIP is presented as a valid reflection of group differences in requisite skills and instruction. Using data from a national testing of the ACT Assessment, this study investigated the hypothesis that differences in high school instruction are the cause of gender-based DIP with mathematics achievement items. Research was conducted on a random sample of 2,669 college-bound, high school seniors from the October 1983 administration of the ACT Assessment Mathematics Usage Test (ACTM). Forty-five percent were males and fifty-five percent were females. The mean ACTM scaled score for the males was about one-half of a standard deviation higher than the mean for the females. The males averaged more semesters of mathematics coursework than did the females, and a higher percentage of males reported advanced or accelerated high school math courses. The results indicated that there was a substantial gender effect that could not be explained by instructional differences at the secondary school level. Geometry and word problems tended to have the greatest negative impact on female examinees. (Author/LMO)

ED 263 232 UD 024 477

*Amir, Yehuda; Ben-Ari, Rachel*
Approaches to Conflict Resolution between Ethnic and National Groups in Israel: Arab/Jewish and Western/Middle-Eastern Jewish Youth.
PUB DATE- 85
NOTE- 14p.; Paper presented at the Circum-Mediterranean Regional IACCP Conference (1st, Malmo, Sweden, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabs; *Cross Cultural Training; Cultural Background; Educational Background; Educational Opportunities; Elementary Secondary Education; *Equal Education; *Ethnic Groups; Ethnic Stereotypes; Foreign Countries; *Intercultural Communication; Jews
IDENTIFIERS- *Israel

This paper discusses the means by which youth of conflicting nationalities may be taught to live together in Israel with mutual understanding and respect. The first part of the paper focuses on relations between Jewish and Arab youth, and suggests guidelines for designing a cross-cultural learning project to improve the relations between these groups. It is suggested that an intellectual approach (i.e., learning about the other group and its culture) is the optimal model for educational programs aiming to promote better Arab-Jewish understanding. The second part of the paper addresses cultural and social differences between Western and Middle Eastern Jews. Classroom techniques are called for that will facilitate social desegregation by reducing the substantial academic competition and status differences currently prevalent in Israeli schools. (GC)

ED 263 245 UD 024 509

Secretary Bennett's Bilingual Education Initiative: Historical Perspectives and Implications.

**National Council of La Raza, Washington, D.C.**

PUB DATE- 31 Oct 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Civil Rights; Elementary Secondary Education; Equal Education; *Federal Legislation; *Federal Programs; Government Role; Hispanic Americans; *Limited English Speaking; Minority Groups; Program Effectiveness; Public Policy; Student Rights
IDENTIFIERS- *Bennett (William); Department of Education; *Elementary Secondary Education Act Title VII

This paper provides an overview and assessment of Secretary Bennett's "bilingual education initiative" of 1985 including his intention to seek regulatory and legislative changes in the 1984 Bilingual Education Act. Following a brief introduction, a summary of the Federal statutes, policies, and proposals which have shaped policy on bilingual education over the last decades is presented. An overview of the Reagan administration's bilingual education proposals from 1981 through 1985 is included. Finally, the implications of the Bennett proposals and the recommendations of the National Council of La Raza for the future of bilingual education are presented and discussed. In brief, the paper asserts that Bennett's proposals would reduce the amount of Federal guidance and financial support for bilingual education. If implemented, it is argued, these proposals would deleteriously affect the extent and quality of educational opportunities available to limited-English proficient children (the majority of whom are of Hispanic origin). To avoid this outcome, the paper recommends that the Department of Education fully implement the terms of the Bilingual Education Act of 1984 and provide additional funding for programs operated under Title VII of the 1964 Civil Rights Act, especially the Special Alternative Instruction Programs and the Family English Literacy Programs. (KH)

Newton High School Project Capable 1983-84. OEA Evaluation Report.
**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**
PUB DATE- 85
NOTE- 47p.; For the 1982-83 Report, see ED 250 432.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, New York, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Bilingual Education Programs; Cantonese; Chinese Americans; English (Second Language); High Schools; Korean Americans; Mandarin Chinese; Native Language Instruction; Social Studies; Vietnamese People
IDENTIFIERS- New York (New York); *Project Capable NY

Project Capable, in its second year of a three year funding cycle (1983-84), provides instruction in English as a second language (ESL) and native language arts, and bilingual instruction in science and social studies, to approximately 400 Chinese, Korean, and Vietnamese speakers (most recent arrivals to the country) in grades nine through twelve at four sites in the New York City area. Funding for the project comes from Title VII funds, local tax-levy, New York State Chapter 720, the Transitional Program for Refugee Children, and Pupils with Special Educational Needs. The program includes training sessions for staff members and participatory activities for project children's parents. Students were assessed in English language development, mastery of the native language, science and social studies, and career subjects, with the following results: (1) students' post-test means in English were significantly greater than pre-test means; (2) program objectives in native language arts were met overall by students in all language groups; (3) students' overall passing rates in science and social studies exceeded 75% both semesters; (4) overall passing rate for students enrolled in spring vocational courses was 91%.

The following recommendations are made to improve the program: (1) make available student data to conduct comparison studies between program and mainstream students; (2) form separate sections of Mandarin Classes for native and foreign language learners to eliminate the frustration experienced by each group as a result of varying needs; (3) implement Cantonese language arts classes; (4) focus the efforts of the bilingual curriculum/resource specialist in the area of Chinese language arts. (CG)

ED 263 271 UD 024 547

*Jaffe, Natalie*

Summer Employment Programs for Disadvantaged Youth: Issues and Options.

**Public/Private Ventures, Philadelphia, PA.**

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.

PUB DATE- 3 Jul 85

NOTE- 27p.; A paper prepared for the Charles Stewart Mott Foundation.

AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106 ($2.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Community Programs; *Economically Disadvantaged; Educationally Disadvantaged; *Employment Experience; *Federal Programs; *Summer Programs; *Youth Employment; Youth Programs

IDENTIFIERS- *Summer Youth Employment Program

Summer job programs for youth, including Federal programs and private-public partnerships, have come, over the years, to emphasize either short-term or long-term goals. Short-term goals include providing summer activity to the largest possible number of teens, providing income to economically disadvantaged youth, and providing structured work experiences for youth just entering the labor market. Long-term goals include improving the long-term employability of economically and/or educationally disadvantaged youth and producing improved community facilities or services. This paper summarizes the history of summer employment programs for youth, defines some of the problems with meeting the goals of these programs both administratively and financially, and discusses how youth job programs operate and what improvements could be made. The conclusions include: (1) While short-term objectives are met, work experience in a currently operated summer job program has little if any impact on a youth's long-term employability; and (2) The brevity of summer jobs makes it difficult to administer the programs and tends to undermine attempts at developing continuing contacts. Recommendations for program improvement include: setting clear goals which fit the specific community context; introducing enriched summer program components for the Summer Youth Employment and Training Program (SYEP) more effectively; identifying private sector resources among businesses and foundations and creating coordinating mechanisms for matching these organizations with those who need them; and focussing on management and quality of programs. (CG)

Southeast Regional Conference on Immigration and Refugee Issues: Proceedings and Notes. Occasional Paper Series, Dialogues #51.

**Florida International Univ., Miami. Latin American and Caribbean Center.**

PUB DATE- Sep 85

NOTE- 140p.; Catholic Community Services, National Immigration, Refugee and Citizenship Forum, Florida International University (November 1983).

AVAILABLE FROM- Latin American and Caribbean Center, Florida International University, Tamiami Campus, PC 237, Miami, FL 33199 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTORS- Cubans; Economic Factors; Government Role; Haitians; *Immigrants; International Relations; Labor Market; *Public Policy; *Refugees

IDENTIFIERS- Florida; *Immigration Impact; Refugee Legislation

Papers presented at the 1983 Southeast Regional Conference on Immigration and Refugee Issues are provided in this document. Also included are the reports of five conference workshops and transcripts of three roundtable discussions on the issue of asylum. The papers (and their authors) are: (1) "The Ethics of Immigration" (Bryan O. Walsh); (2) "International Relations and Interstate Relationships" (Alejandro Portes); (3) "Immigration as an Economic Issue" (Raul Moncarz); (4) "Labor Issues in Immigration: Introductory Remarks" (Aurora Camacho de Schmidt); and (5) "The Small Print on the Statue of Liberty" (Fernando Gonzalez-Reigosa). The workshop reports (and their authors) are: (1) "Immigrants and the Judicial System" (Alex Stepick); (2) "Immigrants and Community Relations" (Luis Salas); (3) "Economic and Labor Aspects of Immigration" (Hugo M. Hervitz); (4) "Immigration and Foreign Policy" (John F. Stack, Jr.); and (5) "Human Resources and the Adaption of Immigrants" (Christopher Warren). A keynote speech, "Immigration Policy: The World House and the United States" (by Walter Fauntroy) and highlights of a speech by Alan Nelson are also provided. (KH)

ED 262 959 SE 046 049

*Burgdorf, Kenneth; Hausman, Howard J.*
Academic Research Equipment in Selected Science/Engineering Fields, 1982-83. An Analysis of Findings from the Baseline National Survey of Academic Research Instruments and Instrumentation Needs.
**Westat Research, Inc., Rockville, Md.**
SPONS. AGENCY- National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
PUB DATE- Aug 85
NOTE- 225p.; Parts of document contain small print.
CONTRACT- SRS-8017873
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biological Sciences; Costs; *Engineering; Equipment Maintenance; Equipment Storage; Equipment Utilization; *Expenditures; Financial Support; Higher Education; *Instrumentation; *Laboratory Equipment; Needs; Physical Sciences; *Science Equipment; *Sciences; Surveys
IDENTIFIERS- National Science Foundation; *Research Equipment

The analysis of data from the baseline cycle of the National Science Foundation instrumentation survey has two principal objectives, namely, to construct and examine a variety of quantitative statistical indicators describing major characteristics of the current national stock of academic research equipment and to document differences among research fields in these indicators. Findings are reported and discussed for seven areas: (1) department heads' assessments of instrumentation needs and priorities; (2) aggregate amounts and costs of research equipment in the 1982-1983 national stock; (3) annual instrumentation-related expenditures; (4) instrumentation age and condition; (5) funding patterns; (6) instrumentation location and usage; and (7) instrumentation maintenance and repair. A final section contains a brief summary of these findings. The document also includes six appendices. They provide technical notes (including survey design and response rates), detailed statistical tables, and information on project advisors, data forms, and statistical precision of survey instruments. For most indicator statistics (in the second appendix) a series of three tables are presented. The first gives overall findings across all science and engineering fields. The second and third provide breakdowns for subfields of engineering and physical sciences and for subfields of agricultural and biological sciences. (JN)

ED 263 067 SP 026 677

*Kaltsounis, Theodore; And Others*

The Effects of Non-Salaried Incentives on Teacher Performance and Student Outcomes.

**Washington Univ., Seattle. Coll. of Education.**

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 57p.
GRANT- G008303599
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cooperating Teachers; *Incentives; *Inservice Teacher Education; *Teacher Effectiveness; *Teacher Motivation; Teacher Workshops
IDENTIFIERS- Teacher Incentives Project

The University of Washington's Teacher Incentives Project (TIPS) investigated the effects of training and incentives on experienced elementary and secondary teachers. All participants were teachers who had experience working with student teachers in their classrooms. Asked to name the type of inservice they would like to receive, the teachers expressed a strong preference for stress management. This was then identified as an incentive, and one group (Group A) of teachers attended stress management workshops which also included training in effective teaching skills identified in the University of Washington Assessment System (UWTAS). An overview of the UWTAS and a workshop on use of the system in supervising student teachers were included in the training for both Group A and Group B. Training in the UWTAS was expected to equip these teachers to take over evaluation of student teachers and improve the quality of supervision they provide. A description is presented of the development of workshop topics and formats, and the instruments used to measure the reactions of the participants to the workshops. In discussing the results it is pointed out the conclusions drawn can be only tentative because of the small number of teachers involved in the two groups (13). It is noted that although research tends to point to greater effectiveness of nonsalaried incentives, the teachers in this project mentioned monetary incentives more often than nonmonetary ones, especially if tuition reductions are included under monetary incentives. (JD)

ED 263 083 SP 026 749

*Aho, Leena*

New Prospects and Challenges in Teacher Education in the Age of Information Technology.

PUB DATE- Jul 85
NOTE- 17p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Managed Instruction; *Educational Technology; Higher Education; *Microcomputers; *Preservice Teacher Education; *Program Development; Research Needs; *Teacher Education Programs

**This paper underlines the need for training teacher educators and developing readiness that will enable them to adapt the benefits of information technology for use in teacher education and related research. Information technology and its challenges for teacher education are examined, as far as the student is concerned, from two points of view: first, how will computers with statistical** programs, word processing capacities, graphics, etc. benefit the student's own studies or enable the student to understand things at a deeper level; second, what kind of knowledge and which skills will the prospective educators need to be able to adapt information technology for use at the various levels of school. The paper focuses on how, by developing educational research and teacher education, it is possible to involve in education the positive, developing aspects of information technology. It is pointed out that teachers and teacher educators should have up-to-date knowledge and skills, initiative, creativity, and ideas to develop pedagogy that will meet the demands of the times in a positive way. (JD)

ED 263 100 SP 026 817

*Howick, William H.*
Questions concerning Questions in the Classroom.
PUB DATE- 82
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Critical Thinking; *Learning Strategies; *Questioning Techniques; *Teaching Methods

A discussion is presented of the value and benefits of using questions in the classroom that will develop the critical thinking abilities of students. Some of the benefits of employing questions in classroom teaching are related to the affective domain, being psychological in nature, some are evaluative in that they provide clues to the extent of students' knowledge, while others may have cognitive aspects, such as directing the thinking of the student into new, previously unconsidered, areas of thought. Some rules for effectively using questions are offered, as well as guidelines or recommendations for various classroom situations. Included in this discussion is a consideration of the different categories of questions, classified as "collective" (directed to the entire class), "direct" (directed to an individual), and "rhetorical" (posed to the entire class with no response expected). A brief overview is presented of some research that has been accomplished on the use of questions in classroom teaching. (JD)

ED 262 975 SE 046 187

*ReVelle, Penelope; ReVelle, Charles*
The Environment: Issues and Choices for Society. Second Edition.
REPORT NO.- ISBN-0-87150-788-9
PUB DATE- 84
NOTE- 721p.
AVAILABLE FROM- Prindle, Weber and Schmidt, 20 Park Plaza, Boston, MA 02116 ($24.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Air Pollution; *Conservation (Environment); *Ecology; Energy; *Environmental Education; Environmental Influences; Environmental Standards; Higher Education; *Natural Resources; *Pollution; Population Growth; Public Health; Quality of Life; *Social Biology; Soil Conservation; Water Resources; Wildlife
IDENTIFIERS- *Environmental Issues; Science and Society

This textbook is recommended for use in introductory level Environmental Studies courses. The content and format are designed to accommodate students with various academic backgrounds and to allow for a variety of teaching approaches (such as lectures, discussions, and case studies). Generally, each chapter provides background information, a controversial issue and viewpoints, supplementary material, and concludes with questions, references and suggestions for further reading. Graphics support the major concepts. The contents of the text are organized into eight sections and 34 chapters. Major headings for these sections and chapters include: (1) humans and other nations that inhabit the earth (ecosystems, wildlife); (2) resources of land and food (land habitats, soil erosion); (3) water resource problems (eutrophication, pollution control); (4) conventional sources of energy (coal, oil, nuclear power); (5) air pollution and energy-related water pollution (climate, acid rain, energy as a pollutant); (6) natural sources of power and energy conservation (wind, solar); (7) human health and the environment (carcinogens, toxic substances); and (8) land resource issues (private land-use, preserving natural areas). (ML)

ED 262 989 SE 046 202

*Masat, Fran, Ed.*
Mathematics Activities Using Computers. Activities Made to N-Joy. Monograph #2.
**Association of Mathematics Teachers of New Jersey, Vineland.**
PUB DATE- Mar 85
NOTE- 61p.
AVAILABLE FROM- AMTNJ Monograph, c/o Fran Masat, Glassboro State College, Glassboro, NJ 08028 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; Junior High School Students; *Learning Activities; *Mathematics Instruction; *Microcomputers; Secondary Education; *Secondary School Mathematics; *Teacher Developed Materials; Worksheets
IDENTIFIERS- New Jersey
The emphasis of the activities presented in this monograph is on the mathematics done by students in grades 7 through 12 with the aid of microcomputers. The computer is used as an aid, to calculate, to motivate, to handle information, or to display data. The vital part of each activity is not the computer program listing, but the results of the program, the student's experience with the underlying mathematics, and what the student does with the results. The activities are representative and illustrative of the many ways in which computers are used to present and motivate mathematical concepts and methods, with enjoyment as a key outcome. Some are original, while some are available in the public domain. For each activity, the following format is used: general topic, specific topic, objective(s), description, uses and extensions, and listing. Student worksheets and sample runs are included for some programs. The general topics included are arithmetic, measurement, computation and problem solving, algebra, geometry, number theory, graphing, probability and statistics, computing and programming, and calculus and advanced mathematics. Program conversion suggestions and software references are appended. (MNS)

*Byrne, Michael*

Zinc and You.

**Royal Society of Chemistry (Scotland). Education Div.**

SPONS. AGENCY- Royal Society of Chemistry (Scotland). Education Appeal Fund.; Scottish Curriculum Development Service (Scotland). Education for the Industrial Society Group.
PUB DATE- 84
NOTE- 42p.; One of a series entitled "Interactive Teaching Material for Schools and Colleges: Chemistry Packages for Sixth Formers." For the other documents in the series, see SE 046 246-251.
AVAILABLE FROM- Scottish Council for Educational Technology, Victoria Crescent Road, Dowanhill, Glasgow G12 9JN, Scotland (1 pound plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Metals; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods; Units of Study
IDENTIFIERS- *Scotland; *Zinc

This unit is one of a group of units written to fit the Certificate of Sixth Year Studies (CSYS) chemistry course, but it could also be used in most Sixth Form courses. It includes: (1) background notes for teachers including answers and a discussion guide; (2) a student copy of objectives and discussion suggestions; (3) background information for students, a set of problems, and data sheets (reference diagram and charts); and (4) summary sheets describing uses of zinc and processes of zinc extraction. The unit was developed for use in an interactive way to give students experience in making decisions based on knowledge of chemistry and other disciplines so that they may understand that chemical industry decisions are often of necessity multi-disciplinary. (DH)

ED 263 034 SO 016 810

*Newman, Sally; And Others*
The Experience of Senior Citizen Volunteers in Intergenerational
Programs in Schools and the Relationship to Their Life
Satisfaction. Final Report.
**Pittsburgh Univ., PA. Center for Social and Urban Research.**
SPONS. AGENCY- NRTA-AARP Andrus Foundation, Washington, D.C.
PUB DATE- Aug 83
NOTE- 96p.; Prepared by Generations Together, a program of the Center for Social and Urban Research.
AVAILABLE FROM- Generations Together, University of Pittsburgh, 811 William Pitt Union, Pittsburgh, PA 15260 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Life Satisfaction; *Older Adults; *School Aides; School Community Relationship; Social Science Research; *Volunteers; Volunteer Training
IDENTIFIERS- *Intergenerational Programs

A study was undertaken to describe the experience of older volunteers in intergenerational programs in schools and to investigate the relationship between these volunteers' experience and life satisfaction. A cross-sectional design was used to analyze data collected from 350 senior citizen volunteers from three different sites. Data were collected using a personal data form, a questionnaire, a standardized life satisfaction index (LSIZ), and a semi-structured interview. Findings from the LSIZ indicated no significant difference between the life satisfaction scores of new and experienced volunteers. Findings from questionnaires and interviews strongly supported the hypothesis that school volunteering contributes positively to the life satisfaction of the elderly. Given these responses, it is believed that efforts should be made to maintain and develop effective older volunteer programs and that to become effective, programs should involve staff that are sensitive to the needs of older volunteers. (LP)

ED 263 050 SP 026 591

*Valois, Robert F.*
Student Drug Use and Driving: A University Sample.
PUB DATE- 9 Apr 83
NOTE- 18p.; Paper presented at the Research Consortium of the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Minneapolis, MN, April 9, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Accident Prevention; *College Students; *Drug Abuse; Drug Education; *Drug Use; Higher Education; Safety
IDENTIFIERS- *Driving

A survey of 857 students at a large midwestern university provided information regarding the frequency and type of drugs used by students at any time and shortly before driving. The drugs most frequently used at least once in the prior year were alcohol, marijauna, caffeine, and nicotine. Significant association was found between alcohol use shortly before or while driving and the variables of moving violations, accidents, age, sex, driving experience in years and class rank. Significant association was also found between driving under the effects of marijauna and variables of sex, number of miles driven per year, frequency of driving, accidents and moving violations, as well as between alcohol use and marijuana use shortly before or while driving. Narcotic use as well as LSD, chemical vapors, cocaine and barbituates did not appear to be major factors in regard to substance use shortly before or while driving by college students in this study. It is suggested that educational programs should emphasize the effects of drugs on driving ability. Several tables provide statistical analyses of the data. (JD)

ED 263 130 TM 850 595

Indiana Basic Competency Skills Testing and Remediation. Program Manual.

**Indiana State Dept. of Education, Indianapolis.**

PUB DATE- May 85
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Elementary Education; Grade 3; Grade 6; *Minimum Competency Testing; *Program Administration; Program Descriptions; *Remedial Instruction; Remedial Programs; Scores; Scoring; *State Programs; Test Construction; *Testing Programs; Test Manuals; Test Results
IDENTIFIERS- Indiana; *Indiana Basic Competency Skills Test

The Indiana Basic Competency Skills Testing and Remediation Program manual states that the purpose of the testing program is to assist Indiana's educators with the implementation of remediation programs, and to assess overall educational programs. Procedures for administering the tests of reading, mathematics, and writing in grades 3 and 6 are provided for administrators, teachers, and other school personnel. The score reports are explained, as is the test development. Chapters on planning and administering the remedial programs are also included. Appendices and tables include grade 3 test items, summaries of score reports, item analyses, class record sheets, scoring guides, remediation claim forms, test design specifications, Indiana House Enrolled Act 1202, details about the test tryout, and characteristics of effective instruction. (GDC)

ED 263 146 TM 850 622

*Tatsuoka, Kikumi K.; Yamamoto, Kentaro*
Application of Component Scoring to a Complicated Cognitive Domain.
**Illinois Univ., Urbana. Computer-Based Education Research Lab.**
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- CERL-RR-85-2-ONR
PUB DATE- 15 May 85
NOTE- 30p.
CONTRACT- N00014-82-K-0604
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Cognitive Processes; Computer Science; Computer Software; Error Patterns; High Schools; *Mathematical Models; *Patterned Responses; *Psychometrics; Schemata (Cognition); *Scoring; Statistical Analysis; Student Evaluation
IDENTIFIERS- Montague Riley Test; Naval Training; Plato

This study used the Montague-Riley Test to introduce a new scoring procedure that revealed errors in cognitive processes occurring at subcomponents of an electricity problem. The test, consisting of four parts with 36 open-ended problems each, was administered to 250 high school students. A computer program, ELTEST, was written applying a decision-table strategy to locate requested unknown variables. The program generated the right answer consecutively for an unknown variable and solved it at each step, using conditions determined by the previous step. If the generated response did not match a student's answer, then the program: (1) printed the location of the component as well as the conditions used at the current step; and (2) picked up the student's wrong response and made it one of the conditions in solving the next unknown variable. Component scoring made it possible to identify where an error was made, and a remediation scheme for a particular error could follow. Scoring can be evaluated by (1) examining sources of variations of scoring and the meaningfulness of these variations, and (2) composing item by item correlation matrix of component scoring and regular scoring. (LMO)

ED 263 160 TM 850 644

*Holmes, James N.*
HOSTS Pilot Project: An Evaluation Report of HOSTS Tutoring Proceedures for Students at Cleveland High School During the 1984-85 School Year.
**Portland Public Schools, OR. Research and Evaluation Dept.**

PUB DATE- Jun 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Elementary Secondary Education; Individual Instruction; Minimum Competencies; Participant Satisfaction; *Pilot Projects; *Program Evaluation; Program Implementation; *Reading Improvement; Reading Tests; *Remedial Reading; *Teacher Retirement; *Tutorial Programs
IDENTIFIERS- *Helping One Student To Succeed

The pilot Helping One Student to Succeed (HOSTS) project has been highly successful in terms of benefits to and attitude impact on students. The 1984-85 project was a continuation of the Retired Teacher Tutoring Project which began in the spring of 1983, combined with HOSTS tutoring methods and materials. Although tutoring by the retired teacher tutors each year was very effective, the addition of HOSTS proved to be a means by which most of the identified student needs were satisfied. Test score gains were exceptionally high as compared with gains obtained by comparison groups such as Chapter I and the total District. Also, the 1984-85 gains are better than the gains of tutoring during the previous year. Improvement over the tutoring project gains of the previous year is especially noteworthy since the gains registrered at that time were above average and well above the usual gains for students with low reading skills. The substantial increases in reading test scores add support to the view that the HOSTS' procedures, as implemented by the Cleveland High School teachers and tutors, are highly effective. (PN)

ED 263 175 TM 850 665

Overview of the Census Bureau. Hearing before the Subcommittee on Census and Statistics of the Committee on Post Office and Civil Service. House of Representatives, Ninety-ninth Congress, First Session.

**Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.**

REPORT NO.- Serial-No-99-6

PUB DATE- 18 Apr 85

NOTE- 138p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)

DESCRIPTORS- *Census Figures; *Federal Government; Federal Programs; Hearings; *Legislators; Meetings; *Poverty

IDENTIFIERS- *Bureau of the Census; Congress 99th; Government Records

This document contains hearings on the oversight of the Census Bureau. The Hon. Robert Garcia (chairman of the subcommittee) presided. The statement of the Hon. Robert T. Matsui, a Representative in Congress from the State of California, indicated a concern regarding what definition should be used to reflect accurately the extent of poverty in America today. The Hon. James V. Hansen, a Representative in Congress from the state of Utah, offered, in his statement, a history of the definition of poverty. The statement of John G. Keane, Director, Bureau of the Census, covered past year activity highlights, preparation for the 1990 census, and remarks on efforts to value noncash benefits. His written testimony discusses automation, economic statistics, and confidentiality. The statement of William J. Anderson, Director, General Government Division, General Accounting Office, focused on the Census Bureau's preparation for the 1990 decennial census and the evalution of noncash benefits in measurement of income. Responses to follow-up questions are also included. (PN)

ED 263 190 TM 850 681

*Helm, Hugh*

'Misconceptions' Research: A Problem-Oriented Perspective.

PUB DATE- 1 Apr 85

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Cognitive Development; *Concept Formation; Educational Research; Elementary Secondary Education; *Epistemology; Higher Education; *Instruction; Instructional Systems; Learning Modalities; *Learning Processes; Learning Theories; Literature Reviews; Methods; *Problem Solving; Science Instruction

In this survey, an attempt is made to summarize the perspective on so-called 'misconceptions' research of those whose work in this field has not been guided by learning theory. Following the terminology of Driver and Erickson (1983), this research is called 'problem-oriented' in this paper. Its epistemological assumptions and assumptions about learning are identified: a key epistemological assumption is that a scientific or mathematical concept is characterized by a hard-core meaning on which experts agree and which students should master; and it is assumed that learning is influenced by instruction and by experience, including sensory experience. The long-term aim of many of these researchers is the improvement of instruction. Consequently the conclusions they have drawn have tended to focus on such issues as the ways in which aspects of instruction might unwittingly reinforce or promote 'misconceptions', and the development of alternative strategies. (Author)

*Pennington, Nancy*
Stimulus Structures and Mental Representations in Expert Comprehension of Computer Programs.
**Chicago Univ., Ill. Graduate School of Business.**
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- TR-2-ONR
PUB DATE- Jan 85
NOTE- 92p.; A product of the Center for Decision Research.
CONTRACT- N00014-82-K-0759
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cognitive Ability; Cognitive Processes; Cognitive Style; *Comprehension; Computer Assisted Testing; Computer Software; Language Processing; Memory; *Problem Solving; Programers; *Programing; *Programing Languages; Schemata (Cognition)

The difficulty of computer programming and other design tasks is a function of the multiple abstractions that combine to form a program's meaning. Thus, comprehension of the final form of a program design, the program text, involves retrieving multiple sets of relationships between parts. The research presented here addresses which, if any, abstraction is dominant psychologically in programmers' mental representations of programs, specifically whether procedural (control flow) or functional (goal hierarchy) abstractions dominate, and the relative ease or difficulty of inferring different kinds of information from the text. Eighty professional programmers were tested on comprehension and recognition of short program texts. The results, which suggest that procedural rather than functional units form the basis of expert programmers' mental representations, support work in other areas of text comprehension showing the importance of text structure knowledge in understanding. The results also raise questions concerning claims that "chunking" found in comprehension and memory tasks in skilled problem solving domains is due to pattern matching to schematic content knowledge rather than to knowledge of more abstract text or design sturcture units. A reference list, 4 tables, and 10 figures are appended. (Author/LMO)

ED 263 233 UD 024 493

*Ragan, Roger*
How to Combat Acts of Bigotry in Your Community.
**Los Angeles County Commission on Human Relations, Calif.**
PUB DATE- May 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anti Semitism; Blacks; *Community Action; Community Problems; Crime; *Crime Prevention; Jews; Police Community Relationship; *Racial Discrimination; *Social Bias; *Vandalism
IDENTIFIERS- California (Los Angeles County)

This brief booklet gives information concerning acts of bigotry in Los Angeles County and offers suggestions for combatting them when they occur. In the area studied, the actions have been largely directed against Jews and Blacks with a few incidents concerning Hispanic Americans and Asian/Pacific Americans. The booklet suggests that these actions are frequently motivated by the following causes: (1) a downturn in the economy; (2) increasing population diversity; (3) presence of a large Jewish population; (4) neighborhood tensions between people of different racial or religious backgrounds; (5) activity of hate groups; (6) psychological problems of an individual; and (7) deep-seated, underlying prejudices. The booklet notes that most of the apprehended perpetrators of these crimes are under 20 years of age. The booklet suggests immediate actions to take in the event of an act of vandalism, such as giving community support to the victim, urging the victim to report the crime to the police, and organizing the neighborhood to meet and discuss the incident and assist the victim in repairing the damage. The suggestions for long range actions include: (1) formation of a special task force or human relations council; (2) creating liaison with city authorities and police to monitor the situation; (3) getting advice on security measures for likely target spots; and (4) recruiting the support of the religious community to fight the problem. The suggestions for preventing these acts of bigotry generally involve trying to build positive intergroup relations using schools, religious organizations, civic groups, and local government. (CG)

ED 263 272 UD 024 548

Hispanic Heritage: References, Resources and Realities.

**New York State Education Dept., Albany. Bureau of Bilingual Education.**

PUB DATE- 85
NOTE- 51p.
AVAILABLE FROM- The University of the State of New York, State Education Department, Bureau of Bilingual Education, Albany, New York, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Background; *Cultural Education; Elementary Secondary Education; *Hispanic American Culture; *Hispanic Americans

This booklet is a resource guide for use during Hispanic Heritage week and throughout the year to encourage learning about the many contributions Hispanics have made to our country. Part I describes Hispanic countries, giving brief facts about population, languages, racial and ethnic groups, capital city, religions, government, historical notes, geography, and economy. The countries are listed alphabetically except for Spain which comes first. Part II considers Hispanics in the United States and highlights four major groups. This section includes a brief demographic overview, followed by specific discussion of Mexican Americans, Puerto Ricans, Cubans, and Dominicans, with demographic data for each group. Part III gives global contributions and achievements of Hispanics, first from an historical perspective, focusing primarily on individuals. These achievements are listed in chronological order from 1900-1984. Next are achievements in politics, including data on number of elected officials of Hispanic origin in cities and states, with related demographic data on proportion of Hispanics in the local or state population. This is followed by information on Hispanics' achievements in sports and by miscellaneous facts of interest about Hispanics. Part IV consists of a brief reading list on Hispanics in the United States. Part V is a resource list of commissions, committees and councils on Hispanic affairs. Part VI lists the sources consulted for this information. (CG)

ED 262 945 RC 015 517

American Camping Association. Annual Report, 1985.
**American Camping Association, Martinsville, Ind.**
PUB DATE- 85
NOTE- 59p.; For the 1984 report, see ED 256 539.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Awards; *Camping; Environmental Education; *Futures (of Society); Group Membership; Lobbying; *Organizational Effectiveness; *Organizational Objectives; Outdoor Education; *Planning; Private Financial Support; Publications; *Public Relations; Resident Camp Programs; Standards
IDENTIFIERS- *American Camping Association; Financial Reports

The 1985 American Camping Association (ACA) annual report reviews trends and successes of the year. The document is in the format of a calendar covering the period October 1985 through September 1986. Calendar pages, on which relevant camping events are noted, alternate with pages of text. An introductory message from ACA President Jean McMullan highlights goals for the coming year: (1) developing and testing nationwide camping standards; (2) embarking on a capital campaign of upwards of a million dollars; (3) broadening and increasing the number of accredited ACA members; and (4) strengthening the ACA Endowment Program. A review of the year's achievements focuses on camping standards (over 1,000 camps prepared for the 1985 visits for camp accreditation and/or site approval), the growth and improvement of Camping Magazine, and membership recruitment. A summary of government relations activities outlines the attention given to child nutrition legislation, exemption of summer student employees from unemployment compensation taxes, and cooperation with federal agencies concerned with public land use. A review of ACA publications mentions eight new books published during the year and cites a 37% growth in sales. Other activities noted include awards of the association, educational services, public relations, research, and field service. Financial data are provided and include comparisons between ACA fiscal years 1984 and 1985. Contributors, life members, Acorn Society members, and national board, committee, and staff members are listed. (JHZ)

# ED 263 005 SE 046 220

*Rao, A. N., Ed.*
Proceedings of the Symposium on Research in Biology and Biotechnology in Developing Countries (National University of Singapore, November 2-4, 1983). Selected Papers.
**Asian Network for Biological Sciences.; Singapore Inst. of Biology.**
REPORT NO.- ISBN-9971-84-224-6
PUB DATE- Jun 85
NOTE- 50p.; Several pages containing photographs may not reproduce well.
AVAILABLE FROM- Professor A. N. Rao, Secretary, ANBS, Botany Dept., National Univ. of Singapore, Lower Kent Ridge Road, Singapore 0511 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biology; College Science; *Developing Nations; *DNA; *Genetic Engineering; Genetics; Higher Education; Science Education; *Scientific Research
IDENTIFIERS- *Biotechnology; *Interferon

These proceedings of a symposium designed to increase public awareness of current research in biology and biotechnology include: welcoming addresses by Chau Sian Eng and S. Radhakrishna; an opening address by Tay Eng Soon; five papers; four abstracts; summary; symposium program; and list of participants. The five papers are: (1) "The Role of Biotechnology in the Economy of Developing Countries" (John Smith); (2) "Gene Transfer and Somaclonal Variation for Plant Improvement" (R. D. Brock); (3) "Recent Advances in Biotechnology with Special Reference to Developing Countries" (K. F. Gregory); (4) "The Application of Recombinant DNA Techniques for the Study of Human Genetic Diseases" (J. Tam, K. Tan-Un, Y. Woo, and V. Lam); and (5) "Brem Bali Fermentation" (Indrawati Gandjar, Dewi Slamet, and Isworo Rukmik). The abstracts are "Current Research in Biotechnology in India" (H. Sharat Chandra); "Biotechnology of Interferons: The Transition from Natural to Recombinant Human Interferon" (Y. H. Tan); "Recombinant DNA Derived Human Interferon" (Budd Colby); and "New Sources of Single Pore Cell Protein" (Yasuju Minoda). The symposium

demonstrated clearly that biotechnology encompasses a wide variety of techniques and applications; moreover, because developing countries are widely diverse, the role and application of biotechnology cannot be generalized across all nations. (JN)

ED 263 084 SP 026 752

*Banathy, Bela H.*
The Challange of Evolutionary Learning.
**International Council on Education for Teaching, Washington, D.C.**
PUB DATE- Jul 85
NOTE- 25p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; *Global Approach; Information Dissemination; *Information Needs; Research Utilization; Social Change; *Social Development; *Social Systems

Emerging educational needs in the interdependent world of the Information Age are explored. The current global human predicament in the historical context of the evolution of human systems is examined. A description is given of a systems view of the current evolutionary stage and the new educational needs of the Information Age that can be derived from an understanding of the evolutionary transformation currently taking place. It is emphasized that in the Information Age, the central challenge of education is to develop evolutionary competence in people and in societal groups (from local to global) which will give direction to human evolution. Evolutionary competence is characterized in terms of knowledge, understandings, ways of thinking, skill, dispositions, and values. A curriculum model is displayed that is relevant to evolutionary competencies. Instructional and learning arrangements and resources are defined that can enable the development of these evolutionary competencies. Three types of learning are considered: socially supported individual learning, social learning, and societal learning. (Author/JD)

ED 263 101 SP 026 839

*Smith, John J.; Huling-Austin, Leslie*

Professional Development: Experienced Teachers Assisting First-Year Teachers. R&D Report No. 7210.

**Texas Univ., Austin. Research and Development Center for Teacher Education.**

PUB DATE- 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Teachers; Helping Relationship; Interpersonal Relationship; *Master Teachers; *Professional Development; *Teacher Orientation; Teacher Role
IDENTIFIERS- *Beginning Teacher Induction

This report describes several ways for experienced teachers to function as a colleague and provide assistance to beginning teachers. The interaction strategies described are supported by illustrations from the data base of the Model Teacher Induction Project (MTIP), a study of first-year teachers and their support teachers. The three types of assistance that experienced teachers can provide include impromptu conversations, prearranged conferences which can have a pre-established or an emergent agenda, and classroom observations. The suggested procedure for the observation involving a beginning teacher and his/her support teacher was for the pair to determine the focus of the observation in a pre-observation conference, for the observer to take notes during the observation and organize those notes after the observation, and for the two teachers to discuss the observation as colleagues during a follow-up conference. Each of these types of assistance described in this report were utilized in the MTIP and were perceived as helpful by the beginning teachers involved. It is likely that the strategies illustrated here could contribute significantly to the repertoire of assistance techniques used by support teachers in a variety of induction programs. (Author/JD)

ED 263 115 TM 850 005

*Ender, Philip B.*
Distributive Processing Issues in Education Information Systems.
**California Univ., Los Angeles. Center for the Study of Evaluation.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 38p.; In: Comprehensive Information Systems for Local School Improvement: A Reality-Test in Secondary Schools (TM 850 001). Marginally legible due to faint print.
GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Managed Instruction; *Data Processing; *Evaluation Methods; Evaluation Utilization; Feasibility Studies; High Schools; *Information Systems; Instructional Improvement; *Microcomputers; School Counseling; School Districts; Student Records; *Systems Approach
IDENTIFIERS- California; Computer Networks; Distributed Data Processing Systems; *Systemic Evaluation

This is one of a series of reports based on an ongoing reality test of systemic evaluation for instructional decision making. This feasibility study is being carried out by the Center for the Study of Evaluation with the Laboratory in School and Community Relations at a suburban Los Angeles high school (called Site A). Viewing a school as a cultural/ecological system, systemic evaluation is a set of principles to guide local development of processes to gather, organize, and utilize information relevant to the needs and values of the system and its members. This paper examines the issues and problems involved in implementing school and teacher access to data in the district computerized information system. It proposes a distributed (decentralized) data processing approach utilizing microcomputer systems throughout the district combined with off-line processing and/or query systems. Distributive processing concerns include: data file size, backing-up data, file compatibility, data formats, programming language compatibility, multiple files, archival files, communications systems, graphic displays, multiplicity of databases, and data codebooks. Appendices contain a description of the district's current data processing services, and lists of standard and non-standard reports generated.

(BS)

*Adams, Ronald D.; And Others*
A Reexamination of the Factor Structure of the Student Evaluation of Teaching across Grade Levels.
PUB DATE- 7 Nov 79
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7, 1979).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Beginning Teachers; Elementary Secondary Education; Factor Analysis; *Factor Structure; Rating Scales; *Student Evaluation of Teacher Performance; *Test Reliability; *Test Validity
IDENTIFIERS- Pupil Observation Survey Report; *Student Evaluation of Teaching (Test)

The Student Evaluation of Teaching instrument (SET) was administered in grades 4 through 12, to examine its construct validity and usefulness for grades 4 to 6. The original SET was developed for grades 7 to 12. This sample included 419 students in grades 4 to 6, and 612 students in grades 7 to 12. Teachers were graduates of Western Kentucky University who had one to five years of experience, and were evaluated as part of the Teacher Preparation Evaluation Program. Analyses concentrated on the factor structure of the SET and its quality in measuring the five constructs suggested by its original developers: friendly and cheerful; knowledgeable and poised; lively and interesting; firm control; and nondirective. These factors were found in the Pupil Observation Survey Report (POSR), from which the SET was derived. Separate factor analyses were conducted for elementary and secondary school samples. Results indicated that the original factor structure for secondary students was generally replicated. However, the structure was weak, questioning the internal consistency of the dimensions. Elementary student data did not replicate the original factor structure. Reliability coefficients were very low. It was recommended that individual items were suitable for use in only the secondary grades. (GDC)

*Rodriguez, John H.*
Toward Effective Education for Hispanic Youth: A Leadership Challenge. A Monograph.
**San Diego County Office of Education, CA.**
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Expectation; *Hispanic Americans; Intermediate Administrative Units; *Teacher Attitudes

This monograph considers the problem of low achievement in elementary and secondary schools among Hispanic youth (approximately 75% score below grade on CAP tests given after third grade and remain underachievers throughout their school careers) and makes recommendations for improving equity of education. The root of the problem of Hispanic underachievement is quite often a matter of school personnel having low expectations for their success, resulting in failure to provide effective educational experiences for them. Recommendations for elementary schools include: (1) Teachers and administrators should have high expectations of Hispanic students and assign them to classes and subgroups equitably. (2) Early admission kindergarten classes with high Hispanic enrollment should be implemented, using mastery learning techniques in reading, language arts, and mathematics; highly structured programs in reading and language arts; appropriate on-task activities for 80-90% of instructional time; assistance provided in the classroom, with extra or pull-out instruction available; and a frequent monitoring system for all students functioning below grade. (3) Parent involvement should be developed. Recommendations for secondary schools include: (1) high expectations; (2) counseling for students and parents; and (3) instructional and administrative leadership situations encouraging interaction between all participants. Recommendations for school boards and superintendents include: (1) establishing high standards for Hispanic students; (2) monitoring effectiveness of English language skills programs; (3) providing reward systems for schools reaching performance targets; (4) requiring schools to have clearly defined and publicized academic goals for school improvement each year; and (5) adopting policies of common core curriculum content for all students. Suggestions for intermediate service units and administrator preparation programs are also offered. The monograph includes extensive supporting demographic information. (CG)

ED 263 259 UD 024 530

Project MAS 1983-84. O.E.A. Evaluation Section Report.

**New York City Board of Education, Brooklyn. Office of Educational Assessment.**

PUB DATE- 85
NOTE- 50p.; Prepared by the O.E.A. Bilingual Evaluation Unit.
GRANT- G00-820-2689
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; English (Second Language); *Language Arts; Mathematics Instruction; Native Language Instruction; Science Instruction; Spanish Speaking
IDENTIFIERS- *New York (Bronx); *Project MAS

Project MAS, in its second year of a three year funding cycle (1983-84), is a multi-site program providing instruction in English as a second language and native language arts, and bilingual instruction in math and science. It serves approximately 400 Spanish speaking students of limited English proficiency, in grades 3 through 8 at four Bronx, New York, schools. The funding sources for the project are tax levy, Chapter I, and Title VII. The program includes training sessions for paraprofessionals, resource teachers, project directors, and classroom teachers. Parents are also involved. Program objectives were assessed in English language development, mastery of the native language, and mathematics with the following results: (1) Fourth- and fifth-grade students made significant gains in English; (2) high pre-test scores in Spanish restricted their gains in the native language; however, seventh- and eighth-grade students tested at level 3 of the Spanish Language Assesement Battery did make significant gains; (3) students made significant gains in math in grades three and seven and losses in grade six. The following recommendations are made to improve the program: (1) develop strategies to expand the project in the absence of Title VII funding; (2) expand the concept of language teaching through science and math to other content areas; (3) emphasize small group instruction; (4) adjust future staff development activities to the less receptive classrooms; (5) use a different instrument to measure gains in Spanish; and (6) test student performance in science to determine student progress and evaluate program outcomes. (CG)

ED 263 286 UD 024 564

*Jehl, Jeanne*
Getting It Together...Together. A Model for School/Community Involvement. Publication No. III-B-77-2.
**San Diego City Schools, Calif.**
PUB DATE- 77
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Involvement; *Educational Improvement; Elementary Secondary Education; *Human Relations Programs; Parent Participation; *Program Implementation; *School Community Relationship

This guide presents a model for developing a team planning approach for optimum community involvement in San Diego City Schools in order to promote quality integrated education. Following a brief introduction basic purposes, goals, and tasks for implementation are listed. Next, the model is outlined as a step-by-step process. For each major topic of this outline, a rationale is described and procedures, materials, and techniques are suggested. The eight major topics or goals include: (1) form a team with all groups represented; (2) analyze existing programs and organizations at the site; (3) agree upon a philosophy of community involvement which defines participation mutually acceptable to both school staff and community members; (4) assess needs and set priorities for community involvement; (5) determine goals and objectives for community involvement; (6) establish an organizational plan for community involvement; (7) develop an ongoing evaluation process; and (8) continue the assessment and evaluation process. The remainder of the guide provides materials suggested in the model, and describes techniques in greater detail. (KH)

ED 262 960 SE 046 050

Energy & Motion. Science Syllabus for Middle and Junior High Schools. Block G.

**New York State Education Dept., Albany. Bureau of Curriculum Development.**

PUB DATE- 85
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Course Descriptions; *Elementary School Science; *Energy; Energy Education; Intermediate Grades; Junior High Schools; *Motion; *Physical Sciences; *Science Activities; Science Education; Science Experiments; *Secondary School Science
IDENTIFIERS- New York

Listed in this science syllabus are concepts and understandings in eight major areas: (1) forces, motion, and work; (2) introduction to energy; (3) mechanical energy and machines; (4) sound energy; (5) electromagnetic energy and light energy; (6) heat energy; (7) electric and magnetic energy; and (8) nuclear energy. The booklet also includes questions for students to answer and, when applicable, a code to an activity presented in an appendix. Program objectives and performance criteria are provided for each of the areas, as is a list of 23 science processes keyed to the activities. Three appendices are included. Appendix A contains the activities (cross-referenced in the concept/understanding outline). Each activity includes a purpose, materials list, procedures, and discussion of results. Although some teacher demonstrations are presented, most involve simple equipment and procedures which students can use and complete within half an hour. All activities are designed to assist students in attaining the program objectives. Appendix B is a resource table of units and formulas. Appendix C contains reference stories on energy and motion, noise level listings for common sounds, and a discussion of how color affects human moods and health. (DH)

ED 262 976 SE 046 188

*Grey, D. R., Ed.; And Others*
Proceedings of the International Conference on Teaching Statistics (1st, University of Sheffield, England, August 9-13, 1982). Volume I.
REPORT NO.- ISBN-0-946554-01-3
PUB DATE- 83
NOTE- 424p.; Edited and published by the Organising Committee of the First International Conference on Teaching Statistics. For Volume II, see SE 046 189.

AVAILABLE FROM- Teaching Statistics Trust, c/o Centre for Statistical Education, 25 Broomgrove Road, Sheffield, United Kingdom, S10 2NA, (10 pounds 50 pence).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Calculators; Case Studies; Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Higher Education; Learning Activities; Material Development; *Mathematics Education; *Mathematics Instruction; Microcomputers; Secondary School Mathematics; *Statistical Analysis; *Statistics; *Teacher Education; *Teaching Methods

The first volume of these conference proceedings includes an introductory talk (on why statistics should be taught), three plenary papers (discussing stochastics at the school level in the age of the computer, optimum balance between statistical theory and applications in teaching, and the relevance of statistical training), and 35 invited papers. The papers are organized under nine topic headings. These topic areas are: (1) teaching statistics in schools (6-11 years age group); (2) teaching statistics in schools (12-15 years age group); (3) teaching statistics in schools (16-18 years age group); (4) teaching statistics to non-statisticians; (5) development of teaching materials at the school level; (6) training of teachers in statistics; (7) use of calculators and computers in teaching; (8) teaching statistics with the help of case studies; and (9) training statistical practitioners. Topics addressed in the individual papers summarize the situation in statistical education around the world and point the way to future developments. (JN)

ED 263 051 SP 026 642

*Greer, Rachel Dean; Finley, Evelyn Anne*
The Role of Women in Public School Administration.
PUB DATE- 4 Aug 85
NOTE- 7p.; Paper presented at the Association of Teacher Educators Workshop (Wichita, KA, August 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Employed Women; Public Schools; *State Norms

The state departments of education in 13 southern states were contacted for data pertaining to the number of men and women administrators employed during the 1984-85 academic year. The states contacted were: Arkansas; Alabama; Mississippi; Florida; Tennessee; Texas; Lousiana; Georgia; Kentucky; Virginia; South Carolina; Oklahoma; and West Virginia. Administrative categories included superintendent, assistant superintendent, associate superintendent, supervisor, principal, and assistant principal. In each of the 9 states responding, there was a higher percentage of men in administrative positions. Alabama, Tennessee, Georgia, and Kentucky did not respond. Oklahoma, Arkansas, and Mississippi had the lowest percentages of female administrators, with 13, 15, and 16 percent respectively. Florida had the highest percentage of women administrators with 31 percent, followed by 28 percent female administrators in Louisiana. It is concluded that, in spite of competence and good leadership skills, women are still not appropriately represented in public school administrative positions. (CB)

ED 263 068 SP 026 682

*Frazer, Gregory H.; And Others*

An Assessment of Professional Opinion Concerning Critical Research Issues in Health Education.

PUB DATE- 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Health Education; Health Programs; *Program Effectiveness; *Research Needs; Research Reports

The purpose of this study was to compare "expert" and "practitioner" evaluations of research questions in health education. The "expert" respondents consisted of 21 health educators identified by a panel of experts as significant contributors to the field of health education. The "practitioners" consisted of 722 health educators. The respondents were asked to rate the research questions on the Likert scales of Importance, Desirability and Feasibility. Although the mean question rating between the two groups differed only slightly, differences between the groups emerged for 15 questions. The questions of greatest disparity between the groups concerned such issues as outcomes and expectations of school health programs, the need for community support for health education, important social-psychological factors associated with behavioral change, and the overall effects of health education. The highest rated question for the combined groups was: "How can we best measure our success and failure in regard to the effectiveness of health education methods and programs?" Appendices include a six page list of references and tables that present the study's results. (Author/JD)

ED 263 191 TM 850 682

*Jordan-Davis, Walter E.; Christner, Catherine*
Evaluation Finding. Chapter 1 and Chapter 1 Migrant, 1984-85. Final Report.
**Austin Independent School District, Tex. Office of Research and Evaluation.**
REPORT NO.- AISD-ORE-84.55
PUB DATE- 85
NOTE- 29p.; For the report for 1983-1984, see ED 252 585.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Compensatory Education; Early Childhood Education; *Economically Disadvantaged; *Educational Assessment; Elementary Secondary Education; Longitudinal Studies; Migrant Education; *Migrant Programs; *Outcomes of Education; Parent Participation; *Program Evaluation; Program Implementation; School Districts; Student Characteristics
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 1

Evaluation findings on the Chapter 1 and Chapter 1 Migrant Programs of the Austin, Texas, Independent School District (ASID) are reported. Included in the description of the Chapter 1 program are the following: (1) components of the district-wide program; (2) policies for selecting students; (3) numbers and percentages of students served; (4) reports of administrators and teachers; (5) time spent on instruction; (6) accomplishments of the evaluation; and (7) services in the Chapter 1 program. For Chapter 1 Migrant Program, the following points are covered: (1) description of the program; (2) students served by migrant teachers; and (3) teacher satisfaction with Program. Achievement gains for both programs are discussed and are compared with previous years and across AISD Compensatory Programs. Also included are sections on early childhood education, migrant health services, parental involvement for both programs, definitions, a bibliography, and a list of participating schools. (LMO)

ED 262 990 SE 046 203

Power from Coal. A Student Handbook Recommended for Upper Elementary and Middle Grades.

**National Coal Association, Washington, DC.**

PUB DATE- 83
NOTE- 21p.; Several pages containing photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coal; *Electricity; Elementary School Science; Elementary Secondary Education; *Energy Education; *Fuels; Mining; *Natural Resources; Science Activities; *Science Education; Secondary School Science

The contributions of coal as an important energy source are reviewed in this booklet for teachers. It provides background information on coal, activities for classroom use, and an answer key for all the exercises. The introductory section includes information on: (1) coal and electricity; (2) reasons for using coal; (3) methods for extracting coal; and (4) historical perspectives on coal use. The remainder of the booklet is comprised of six activities that can be duplicated for classroom use. The activities contain maps, charts and diagrams that address concepts and problems related to the use of coal as an energy source. (ML)

ED 263 021                                                    SE 046 248

*McDonald, J.; And Others*
Organic Liquids Containing Oxygen.
**Royal Society of Chemistry (Scotland). Education Div.**
SPONS. AGENCY- Royal Society of Chemistry (Scotland). Education Appeal Fund.; Scottish Curriculum Development Service (Scotland).

Education for the Industrial Society Group.
PUB DATE- 84
NOTE- 33p.; One of a series entitled "Interactive Teaching Material for Schools and Colleges: Chemistry Packages for Sixth Formers." For the other documents in the series, see SE 046 246-251.
AVAILABLE FROM- Scottish Council for Educational Technology, Victoria Crescent Road, Dowanhill, Glasgow G12 9JN, Scotland (1 pound plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Organic Chemistry; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods; Units of Study
IDENTIFIERS- *Scotland

This unit is one of a group of units written to fit the Certificate of Sixth Year Studies (CSYS) chemistry course, but it could be used with most Sixth Form courses. It includes: (1) background information for teachers with notes on five topics (antifreeze, ethanol production, solvent prices, iron extraction, and paint solvents); (2) a student information packet, with introductory comments and suggested activities for each of the five topics; and (3) an oversized reference chart listing properties of various compounds. The topics were chosen to integrate the course material with the world of chemistry outside the classroom and the discussion takes into account such factors as economics and safety as well as purely chemical factors. (DH)

*Patnoe, Shelley*
The Adjective Check List and Musical Creativity.
PUB DATE- Apr 85
NOTE- 7p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creative Art; *Creativity Research; *Creativity Tests; Jazz; *Music Activities; Musical Composition
IDENTIFIERS- Adjective Check List (Gough and Heilbrun)

A study was conducted to determine whether a stable set of core characteristics found to be associated with creativity in samples of creative adults would also distinguish a group of professional jazz musicians selected for excellence of improvisational ability. A second purpose of the study was to see whether such differences found between groups of professional adults would also be found between similar groups of adolescent musicians. A total of 60 male professional musicians (30 jazz and 30 symphonic) and 60 male student musicians (30 jazz and 30 symphonic) were asked to respond to items of the Adjective Check List (ACL). The ACL failed to distinguish between jazz and symphonic players at every level. Findings raise questions about the generalizability of the ACL scale. (LP)

ED 263 131 TM 850 596

*Gressard, Clarice P.; Loyd, Brenda H.*
Investigation of Multiple Matrix Sampling for Attitude Data Analysis.

PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Analysis of Variance; *Attitude Measures; Classroom Research; Class Size; *Computer Science Education; Data Analysis; Elementary Secondary Education; Estimation (Mathematics); Hypothesis Testing; *Item Sampling; Program Evaluation; Rating Scales; Statistical Studies; *Student Attitudes; Test Items; Time on Task
IDENTIFIERS- Computer Attitude Scale; Power (Statistics)

The effectiveness of multiple matrix sampling was examined in a study of 495 students' attitudes toward a computer education program. A post hoc analysis of variance was used, with the class as the unit of analysis. The Computer Attitude Scale, a 30-item rating scale, was used to measure attitudes toward learning about and working with computers. The amount of computer experience was also obtained: less than one month, one to six months, or over six months. Results indicated that: (1) increasing amounts of computer experience were associated with more positive attitudes toward computers; (2) means obtained by multiple matrix sampling generally estimated actual means satisfactorily; (3) the same conclusions were drawn from using the estimated means in a one way analysis of variance as were drawn from using population values; and (4) power of the analysis was affected by the class size. (Author/GDC)

ED 263 147 TM 850 624

*Tatsuoka, Kikumi K.; Tatsuoka, Maurice M.*

Bug Distribution and Pattern Classification.

**Illinois Univ., Urbana. Computer-Based Education Research Lab.**
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- CERL-RR-85-3-ONR
PUB DATE- Jul 85
NOTE- 35p.
CONTRACT- N00014-82-K-0604
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Cognitive Processes; Computer Assisted Testing; Computer Software; Diagnostic Tests; Error of Measurement; *Error Patterns; Goodness of Fit; Hypothesis Testing; *Mathematical Models; Monte Carlo Methods; *Problem Solving; *Psychometrics; Research Methodology; Schemata (Cognition); Statistical Studies
IDENTIFIERS- *Bayes Decision Rule; PLATO; Response Patterns; Rule Space Model

The study examines the rule space model, a probabilistic model capable of measuring cognitive skill acquisition and of diagnosing erroneous rules of operation in a procedural domain. The model involves two important components: (1) determination of a set of bug distributions (bug density functions representing clusters around the rules); and (2) establishment of decision rules for classifying an observed response pattern into one of the clusters around the rules and computing error probabilities. This study further discusses the theoretical foundation of the model by introducing "bug distribution" and hypothesis testing (Bayes' decision rules for minimum errors). The model does not require a large-scale computation. It is helpful in areas of research and teaching. It can be used with microcomputers for testing hypotheses and validating data with probabilistically-sound information, and it can improve and modify information for the cluster ellipses as more students are added to research projects. (LMO)

ED 263 161 TM 850 646

*Ivry, Richard B.*

Force and Timing Components of the Motor Program.

**Oregon Univ., Portland.**

SPONS. AGENCY- National Science Foundation, Washington, D.C.; Naval Personnel and Training Research Lab., San Diego, Calif.

REPORT NO.- ONR-NO-85-3
PUB DATE- 15 May 85
NOTE- 57p.
CONTRACT- N00014-83-K-0601
GRANT- BNS8119274
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Computer Assisted Testing; *Force; Models; *Motor Reactions; Psychomotor Skills; *Reaction Time; *Time; Time Factors (Learning)

Three experiments assess the effects of variations of force and time on response latency on both simple and choice reaction time. The first two experiments demonstrate that, while latency does not vary as a function of force, increasing timing demands, by requiring that a response be maintained, led to increases in reaction time. These results led to the development of a model of motor programming in which force and timing are dissociated as separate components. However, the data also indicate that the force component may be further analyzed into two subcomponents: force activation and force deactivation. The model predicts that the latter subcomponent may be programmed on-line provided sufficient time elapses between the implementation of the two subcomponents. The results of the third experiment support this prediction and further validate the proposed model. (Author/PN)

ED 263 176 TM 850 666

*Dawson-Saunders, Beth; And Others*
Predicting MCAT Examination Scores.

PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Educational Counseling; Grade Point Average; Higher Education; Longitudinal Studies; *Medical Schools; *Predictive Measurement; *Predictive Validity
IDENTIFIERS- ACT Assessment; Medical College Admission Test

Acceptable performance on the Medical College Admissions Test (MCAT) is necessary for acceptance into medical school; therefore, students planning a career in medicine and their advisors would benefit by having information useful in predicting performance on this examination. The present study examined the validity of the ACT Assessment as such a predictor, using as subjects 197 undergraduate students at a large midwestern university who applied to the medical school during a five year period. The results indicated that the ACT composite score was strongly related to MCAT performance, although the predictability was enhanced by inclusion of information on the student's grade point average in science subjects: multiple R's ranged from .57 for predicting MCAT reading to .62 for biology. Used appropriately, these results will be beneficial to undergraduate students, pre-medical advisors, and others in determining the need for remedial coursework and deciding when to take the MCAT examination. (Author/PN)

ED 263 206 TM 850 701

Psotka, Joseph
Reflections on Computers and Metacognition.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; Cognitive Restructuring; Computer Assisted Instruction; *Computer Science; Elementary Secondary Education; Heuristics; *Learning Processes; *Metacognition; Problem Solving; *Programing Languages
IDENTIFIERS- *Debugging (Computers); LISP Programing Language; LOGO Programing Language; Process Product Relationship; Process Product Research

Current notions of metacognition merge with the predominant scientific model used in psychology, that of information processing. Metacognition is seen as a control process that governs the action of more elemental cognitive skills. Given the centrality of this notion, it is important that metacognition should be examined in detail. From the point of view of how metacognition relates to highly sophisticated computer systems in use today and in development for the future the following are discussed: (1) debugging and metacognition; (2) cognitive compatibility and learning; (3) problem definition and analyses; (4) procedures and facts; (5) process and product; and (6) tools for the mind. The perspective of this paper is that higher order languages like logo and lisp are only beginning to have an impact on the understanding of psychological processes. The whole development of computer-aided instruction, artificial intelligence, and special environments for instruction will unquestionably have profound effects on education, but its more enduring and important effect may well be increasing the understanding of cognition and learning. (PN)

ED 263 220 TM 850 722

*Afflerbach, Peter*
Statewide Assessment of Writing.
**ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ERIC/TME-R-87
PUB DATE- Apr 85
NOTE- 46p.
CONTRACT- 400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Evaluation Utilization; Minimum Competency Testing; *National Surveys; Sampling; Scoring; *State Programs; Test Results; *Test Use; *Writing Evaluation; Writing Skills

This paper examined the status of assessment of writing as it is currently performed in the United States. All fifty states and the District of Columbia responded to a survey requesting information on their testing programs. Twenty-six states and the District of Columbia were found to assess writing on the statewide level, and eight states were in the process of developing procedures. Statewide assessment was made at various grade levels. Purpose for statewide assessment varied, as did the population taking the test. States which conducted comprehensive assessment (where the writing ability of every student in a specific grade was assessed) could utilize the results in several ways. Results were used to indicate the need for remediation in writing, to determine whether minimum competency requirements had been met for graduation, and to provide information for improving curriculum and instruction. The appendix provides a state by state summary of survey results. (LMO)

ED 263 234 UD 024 496

*Ollie, Bert W., Jr.*
Some of the Roles Principals Should Play as Change-Agents in Neutralizing Negative Influences in the Desegregation/Integration School Environments.
PUB DATE- Feb 80
NOTE- 23p.; Paper presented at the annual National Association of School Administrators Conference (Anaheim, CA, February 1980).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; *Change Agents; *Desegregation Plans; Educational Environment; *Principals; *Program Implementation; School Administration; School Community Relationship; *School Desegregation
IDENTIFIERS- Wisconsin (Milwaukee)

A survey of 35 principals was conducted to determine their perceptions about the impact environmental influences had on the desegregation planning process and its outputs in Milwaukee, Wisconsin. A model based on the principle of general systems theory was designed by the investigator and used as a conceptual framework to conduct the study. The results indicate that the principals were not allocated enough staff time to be effective managers of the school district's desegregation/integration plan, and that timelines imposed upon principals by central office staff made it difficult for principals to implement and manage the plans. Apparently, a principal who is overloaded with tasks doesn't have time to play the change agent's role, which is crucial in neutralizing negative environmental influences in the desegregated school. To play the role of an effective change agent, the principal must: (1) have the appropriate perception of his or her role; (2) be willing to organize horizontally to eliminate vertical organizational constraints; and (3) formulate plans and programs to address problems created by parents' fears for students' safety, community groups that oppose desegregation, and pressures to maintain neighborhood schools. Perhaps most importantly, a principal must strive for an effective implementation of a desegregation plan. He or she must: (1) break down resistance to change; (2) design staff development programs; (3) formatively evaluate programs; (4) devise support systems to provide postiive reinforcement and alleviate stress; (5) break down internal communication barriers; (6) organize and carry out a systematic planning process to select desegregation programs; and (7) conduct the planning process in conjunction with the school district's budget cycle. (KH)

ED 263 273 UD 024 549

*Stevens, Leonard B.; Weinberg, Meyer, Ed.*
More Than a Bus Ride. The Desegregation of the Cleveland Public Schools.
PUB DATE- Sep 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Busing; *Desegregation Litigation; *Desegregation Plans; Elementary Secondary Education; Program Administration; Racial Integration; *School Desegregation
IDENTIFIERS- *Cleveland Public Schools OH

This booklet describes the process of desegregation in the Cleveland Public School System. It begins with chronological history of the case of Reed v. Rhodes and other milestones in the desegregation struggle in Cleveland. This is followed by a section describing the Constitutional violations that were cited as causing segregated schools, the specifics of the plan mandated by court ruling, and a discussion of implementation of the plan, particularly of the serious administrative problems that were encountered. A description of the current status of desegregation is provided featuring accomplishments as well as unfinished business. Part II consists of quoted comments from parents, teachers, administrators, and students on the issue. Part III discusses the monitoring system currently in place to oversee Cleveland desegregation. (CG)

Summer Youth Education and Employment. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session. Serial No. 99-19.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

PUB DATE- 22 May 85
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Cooperation; Education Work Relationship; Federal Programs; *Government Role; Hearings; High Schools; *Job Training; *Remedial Programs; Summer Programs; Work Experience Programs; *Youth Employment
IDENTIFIERS- Congress 99th; *Job Training Partnership Act 1982; *Summer Youth Employment Program

This hearing concerned an amendment of the Job Training Partnership Act that would establish an education component in the summer youth employment programs funded under part B, Title II, of that Act. The first bill discussed (H.R. 1090) would convert the existing programs to ones that (1) provide basic academic and functional competencies for youth; (2) provide counseling on the connection between skills and job prospects; (3) involve those who are behind in school in combined work experience and remedial education activities; and (4) develop individual remedial strategies for each young person to pursue during the school year. The bill also details for what purposes and to whom funds should be allocated. The second bill presented (H.R. 1722) would authorize the appropriation of additional funds for a summer youth educational enhancement program by (1) reaffirming the congressional intention that summer youth employment and training programs include a remedial basic education component; and (2) providing additional incentives to encourage state and local authorities to prepare disadvantaged youth to enter the work force and achieve academically. Individuals presenting testimony at the hearing included government officials, researchers, representatives of public and private sector organizations that provide job training services to youth, and labor union officials. (CG)

*Easton, Stanley E.; Ellerbruch, Lawrence W.*
Update on the Citizenship and Social Studies Achievement of Rural 13-Year-Olds.
PUB DATE- Jul 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Rating; Adolescents; *Citizenship Education; Comparative Testing; Educational Quality; National Competency Tests; Outcomes of Education; Rural Education; *Rural Urban Differences; *Rural Youth; Social Studies; Student Evaluation; *Test Interpretation
IDENTIFIERS- *National Assessment of Educational Progress

Data provided by the 1981-82 National Assessment of Educational Progress (NAEP) were used to study the citizenship and social studies achievement of rural 13-year-olds. The NAEP extreme rural sample included 901 13-year-olds from schools in areas with less than 10,000 people and many farmers or farm workers in residence. School size in this sample ranged from 115 to 1,013 students. The 13-year-olds from the extreme rural communities performed slightly below the national levels for their age group on all five of the citizenship/social studies objectives. By comparison, 13-year-olds in "disadvantaged-urban" communities, where a relatively high proportion of people were on welfare or were not regularly employed, fell significantly below the national performance levels on all objectives while those in "advantaged-urban" communities, where a relatively high proportion of residents were in professional or managerial positions, did significantly better than the national performance levels on all objectives. Looking at the specific areas tested--acquiring information, using information, understanding individual development and communicating with others, understanding human organization, and understanding the development of the United States--the rural students did best on objectives that focused on skills and worst on objectives that dealt primarily with factual knowledge. (JHZ)

ED 263 006 SE 046 221

*Mount, Ellis*
University Science and Engineering Libraries. Second Edition.
Contributions in Librarianship and Information Science, Number 49.
REPORT NO.- ISBN-0-313-23949-5
PUB DATE- 85
NOTE- 314p.
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007,
Westport, CT 06881 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Books (010)
DESCRIPTORS- *Academic Libraries; College Libraries; *Engineering;
Engineering Education; Higher Education; *Library Acquisition;
*Library Administration; Library Collection Development; *Library
Collections; Library Planning; Library Services; Science Education;
*Sciences

This six-part book provides a current account of the nature of science and engineering (SE) libraries at colleges and universities. Part I provides an overview of academic SE libraries and compares and contrasts science/technology libraries in the public and special library categories with their academic counterparts. Part II deals with various aspects of library management, including planning, budgeting, organizational patterns, supervision and staffing, use of computers, library networks, and the technique of evaluating libraries. Part III discusses cataloging and acquisitions activities, types of catalogs, role of online catalogs, care of collections (including environmental aspects, physical treatment of materials, and security factors affecting library collections). Part IV addresses topics related to user services, including reference services (manual versus online handling of reference questions), circulation and availability of collections, and services for which fees are commonly charged. Part V deals with various aspects of collections and collection development. Part VI considers, respectively, the planning of library facilities and library furnishings and equipment. A survey of selected science/technology libraries is provided in an appendix. (JN)

ED 263 069 SP 026 692

How Fares the Ninth Grade? A Day in the Life of a 9th Grader.

**National Association of Secondary School Principals, Reston, Va.**

REPORT NO.- ISBN-0-88210-167-6
PUB DATE- 85
NOTE- 100p.
AVAILABLE FROM- NASSP, P.O. Box 3250, Reston, VA 22090 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; *Grade 9; Junior High Schools; *Student Behavior; *Student Characteristics; Student Interests; *Student Participation

A total of 141 ninth grade students were observed all day in their classes to assess the typical school day of the average ninth grade student. The students were from junior high schools, high schools, and junior-senior high schools. Student behavior was observed and recorded at five minute intervals, and students were interviewed at the end of the school day. Results were analyzed and presented in this volume, which includes chapters on: (1) "The Ninth Grade Study: Why and How"; (2) "The Ninth Grader: A Profile"; (3) "What Are Ninth Graders Experiencing in School?" (4) "Does Organizational Pattern Affect Program"; (5) "Six Samples of Reality"; and (6) Conclusions and Recommendations. Appendices present information on the shadow study technique, observers, analysts, and schools in which the observations took place. (CB)

ED 263 085 SP 026 755

*Chik, Azman Wan*
Teacher Education and the World of Technology: Ideals and Reality.
PUB DATE- Jul 85
NOTE- 21p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Foreign Countries; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Program Development; Program Effectiveness; Research Needs; *Technological Advancement
IDENTIFIERS- *Malaysia

The impact of world technology on the Malaysian education scene has been tremendous. The system of education, while trying to maintain its local cultural values, is greatly influenced by the world culture. This phenomena is also seen in its teacher education programs. But what has this impact done to the development and progress of teacher education in the country? This paper highlights: (1) teacher education programs in the country at the preservice and inservice level; (2) how much technology has influenced the education of teachers to be more effective in the classroom and achieve excellence in their performance; (3) the impact of world technology on the value-system of the country in direct relation to the goals of teacher education; and (4) the Malaysian classroom in perspective: realities and possibilities. In looking at the impact of world technology, especially technological aids to improve teaching and learning, we must be aware of: (1) the cost benefits of such aids; (2) the role of the "super-salesman"; and (3) the training of teachers to cope with the changing world of technology. This paper draws conclusions for studies made in the country on the above possibilities and suggests areas for further rethinking, research and planning. (Author)

ED 263 102 SP 026 840

*Stiegelbauer, Suzanne M.*
More Effective Leadership for Change: Some Findings from the Principal Teacher Interaction (PTI) Study. R&D Report No. 3207.
**Texas Univ., Austin. Research and Development Center for Teacher Education.**
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Educational Change; Instructional Innovation; *Leadership Styles; *Principals; Program Implementation; Teacher Administrator Relationship
IDENTIFIERS- Principal Teacher Interaction Study

A study was made of nine elementary school principals involved in implementing a curriculum innovation in their schools. The goal of this research was to determine what principals actually do on a day-to-day basis in their role as facilitators of change in their schools and to learn if there was a difference in the effectiveness of their actions in terms of changes they were engaged in. This year-long study, the Principal-Teacher Interaction (PTI) study, looked at the intervention behaviors, those actions influencing the change process, taken by principals and others to facilitate the changes occurring in their schools. This article reports some of the major PTI study findings regarding leadership for change. It also provides examples of what principals do to facilitate change, and concludes with some suggestions for practitioners that are based on the findings. A list is provided of the characteristics of effective leaders for change. (JO)

*Burstein, Leigh*
Information Use in Local School Improvement: A Multilevel Perspective.
**California Univ., Los Angeles. Center for the Study of Evaluation.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). In: Comprehensive Information Systems for Local School Improvement: A Reality-Test in Secondary Schools (TM 850 001).
GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Data Analysis; Educational Environment; Educational Research; *Evaluation Methods; High Schools; *Information Systems; Institutional Characteristics; *Instructional Improvement; *Research Methodology; *Systems Approach; Test Results
IDENTIFIERS- Multilevel Analytic Methods; *Systemic Evaluation; Unit of Analysis Problems

This is one of a series of reports based on an ongoing reality test of systemic evaluation for instructional decision making. This feasibility study is being carried out by the Center for the Study of Evaluation with the Laboratory in School and Community Relations at a suburban Los Angeles high school (called Site A). Viewing a school as a cultural/ecological system, systemic evaluation is a set of principles to guide local development of processes to gather, organize, and utilize information relevant to the needs and values of the system and its members. This paper examines methodological issues derived from a multilevel analytic perspective on local school improvement. A multilevel analytic methodology examines data from the different levels (student, classroom/teacher, school, district) of the educational system and their interconnections. It employs test analysis procedures that reflect instructionally sensitive performance variation. It links the conceptualization of an educational process to its measurement and analysis at various levels. It uses analytical procedures that potentially identify effects at and within each level of the educational system. Numerous tables and a three-page list of references conclude the paper.

ED 263 247 UD 024 513

*Willner, Robin; Amlung, Susan, Ed.*
Ten Years of Neglect: The Failure to Serve Language-Minority Students in the New York City Public Schools.
**Educational Priorities Panel, New York, N.Y.**

REPORT NO.- EPP-1/7
PUB DATE- Oct 85
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Bilingual Teachers; *Categorical Aid; *Compliance (Legal); Educationally Disadvantaged; Elementary Secondary Education; *Enrollment; Federal Programs; Limited English Speaking; *Resource Allocation; Spanish Speaking
IDENTIFIERS- *New York (New York)

Despite extensive legislation on the subject, more than 44,000 (40%) of the limited-English proficient (LEP) students in New York City are not receiving the legally required language instruction due to them, and only 30% of entitled students receive the full bilingual instructional program that is prescribed by law. Entitled LEP students constitute 14% of all district students and 10% of all high school students. Seventy-two percent of entitled students speak Spanish, while five other language groups make up another 20%. Funding for LEP programs in New York City schools was more than $62 million in 1985 from non-city sources alone, with the growth in funding increasing 14-fold since 1974; however, fund allocation does not reflect this financial input. Only approximately 4% of the licensed teaching staff is bilingual and is expected to serve 12% of all students who are bilingual. LEP services are limited and in many instances in flagrant violation of existing mandates. Recommendations for improving this situation include the creation of a plan with the following precepts: (1) expand the number of magnet bilingual programs in the districts so that there is one for each major language group at each level per district; (2) expand the number of high schools offering full bilingual programs; (3) enforce compliance with the requirement that every entitled student receive ESL instruction; (4) recruit adequate numbers of bilingual teachers and provide training for out-of-license teachers; and (5) track expenditures to insure that all funds meant for LEP services are used for that purpose in a manner consistent with their governing regulations. (CG)

ED 263 260 UD 024 531

*Ascher, Carol*
Pregnant and Parenting Black Teenagers: Some Educational Preventors.
**ERIC Clearinghouse on Urban Education, New York, N.Y.**
PUB DATE- 85
NOTE- 11p.; Paper presented at the Annual Conference of the National Black Child Development Institute (15th, Washington, October 16-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Blacks; *Desegregation Effects; Dropouts; *Early Parenthood; *Females; Outcomes of Education; *Pregnancy; Preschool Education; Secondary Education; Student Needs

Black teenage girls have more than half the babies born to single teenagers, and as they are more frequently poor as well, they are more susceptible to the negative effects early childbearing has on future schooling and jobs. Studies show that teenage mothers are far less likely to complete high school or enter the work force than other teenagers. Educational opportunities available to Blacks that enhance their appreciation of school and encourage them to enter the work force are found to be important factors in reducing early childbearing. These include preschool programs (shown to reduce later pregnancy and dropout rates which are important factors in early pregnancies); desegregation programs (studies show that the females in desegregated school programs are less likely to have a child before the age of 18); and high educational aspirations, specifically the desire to have a college degree (a study shows that these teenagers are 85% less likely to get pregnant). In order to reduce the incidence and negative effects of teenage pregnancy, the following strategies should be employed: (1) a curriculum leading to further schooling and/or jobs should be offered; (2) concrete information on the realities and responsibilities of parenting should be made available to teenagers; (3) parents of teenagers should be involved in programs before as well as after pregnancy has brought on a crisis; and (4) the involvement of teenage fathers should be fostered. (CG)

ED 262 961 SE 046 051

*Brennan, Eileen G., Ed.; McGovern, John J., Ed.*
Source Book on Air Pollution Topics for Grade and High School Teachers.
**Air Pollution Control Association, Pittsburgh, Pa.**
PUB DATE- 84
NOTE- 181p.
AVAILABLE FROM- Air Pollution Control Association, P.O. Box 2861, Pittsburgh, PA 15230 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Pollution; Conservation (Environment); Elementary School Science; Elementary Secondary Education; *Environmental Education; *Environmental Standards; Hazardous Materials; Meteorology; Physical Environment; Pollution; Public Health; *Quality of Life; *Science Activities; Science Education; Science Experiments; Secondary School Science
IDENTIFIERS- *Air Quality; *Environmental Problems

This publication provides background information and activity suggestions on air pollution and related environmental topics. Student projects and experiments which can be adapted at both elementary and secondary levels are also provided. Information is organized in three parts. Part I covers basic facts about air pollutants including the types, forms, and sources of the pollutants. Part II discusses the effects of specific pollutants and explains how these effects are studied. Behavioral objectives and test items with answers are provided for the teacher in the first two units. Part III contains supplemental information and additional student experiments and activities. Experiments in this section address meteorological aspects, human health factors, vegetation cases, and pollution control problems. Each experiment is formulated with: (1) an educational objective; (2) a materials list; (3) procedures; (4) a results section; and (5) discussion questions. (ML)

ED 262 977 SE 046 189

*Grey, D. R., Ed.; And Others*
Proceedings of the International Conference on Teaching Statistics (1st, University of Sheffield, England, August 9-13, 1982). Volume II.
REPORT NO.- ISBN-0-946554-02-1
PUB DATE- 83
NOTE- 413p.; Edited and published by the Organising Committee of the First International Conference on Teaching Statistics. For Volume I, see SE 046 188.
AVAILABLE FROM- Teaching Statistics Trust, c/o Centre for Statistical Education, 25 Broomgrove Road, Sheffield, United Kingdom, S10 2NA, (10 pounds 50 pence).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agriculture; *Developing Nations; Elementary Secondary Education; Higher Education; Industry; *Mathematics Education; *Mathematics Instruction; *Probability; *Statistics; *Teaching Methods

The second volume of these conference proceedings includes 35 papers presented under seven topic headings. The topic headings are: (1) education and training in statistics in developing countries; (2) co-operation between academic and practicing statisticians; (3) teaching survey sampling; (4) teaching design and analysis of experiments; (5) training industrial practitioners; (6) principles of learning probability and statistics (including papers examining children's choice behavior in probabilistic situations, a survey of probability concepts in 3000 students aged 11-16 years, teaching probability and statistics so as to overcome some misconceptions, and the role of explanation in teaching elementary probability); and (7) the teaching of agricultural statistics (which includes a single paper on training of personnel for agricultural statistics in Jordan). Like the papers in the first volume, these papers provide a summary of the situation in statistical education around the world and point the way to future developments. (JN)

ED 262 991 SE 046 205

*Sharma, Mahesh C.*
Memorizing Is Not a Dirty Word: What Should a Mathematics Teacher Know to Use It Effectively in Teaching and Learning Mathematics?
**Center for Teaching/Learning of Mathematics, Framingham, MA.**
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Cognitive Processes; Learning; *Mathematics Education; *Mathematics Instruction; *Memorization; Memory; Rote Learning; *Teaching Methods

This bulletin concerns the role of memorization in mathematics instruction. Sections of the bulletin are devoted to discussions of: old math vs. new math; the importance of memorization ability on mathematics learning; misconceptions about memory; how to enhance the memory, including short-term vs. long-term memory systems, attention, interest, visualization/representation, association/reconstruction, mnemonic functions in mathematics learning, characteristics of good and poor students as related to memory, an example of the application of these principles, and implications. No references are included. (MNS)

ED 263 036 SO 016 829

*Olds, Linda E.*

Cognitive Imagery and Diagrams in Teaching Personality Theory.

PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; Educational Research; Educational Strategies; Higher Education; *Imagery; Literature Reviews; *Personality Theories; *Psychology; Teaching Methods

Summarized in this paper are the literature on cognitive imagery and teaching methodologies and an approach to the teaching of theories of personality that emphasize cognitive imagery as a strategy for enhancing learning in college students. The work of Kosslyn represents a major approach to the study of imagery in cognitive psychology. Central to this argument is the importance of imagery as a way of processing information and an insistence that the imagery does not imply literal, internal pictures in the head. Kosslyn, as well as Day, Toth, Hampden-Turner, and others, focus on the potential importance of cognitive variables for enhancing learning of complex materials. The implications of this as a tool of learning for college students can be seen in the teaching of theories of personality. Students in two advanced classes in personality theory were required to make diagrams or drawings of each major personality theory, indicating visually the way various concepts were interrelated. Students reported significantly enhanced understanding of the theories and their interrelationships. (LP)

ED 263 052 SP 026 643

*Garrett, N. Leon; Stanek, Franklin*
Issues and Challenges in Administering the General Instruction Program in Colleges and Universities.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adventure Education; *Athletics; *Elective Courses; Higher Education; *Physical Activities; *Physical Education
IDENTIFIERS- *Basic Instruction Program

The issues and challenges facing those who administer the general instruction programs in colleges and universities represent a pattern of frequent change. The highly formal programs of uniforms and conformance of past years and the individualized, adventure type programs that are popular today represent some of the changes in general instruction programs. Administrators have faced the challenges and changes mandated by the drastic reduction in the number of departments requiring activity courses. The anticipated decline in enrollments that was supposed to occur when programs became totally elective was only temporary. Because of the elective nature of the programs they are probably much improved. Problems that are still present and that require the attention of administrators include funding the service program, obtaining adequate facilities and equipment, protecting our territory, anticipating the ever changing needs and interest of students, and providing programs that offer opportunities to a changing population in our colleges and universities. (Author)

ED 263 132 TM 850 602

*Waxman, Hersholt C.; And Others*
Adaptive Education and Student Outcomes: A Quantitative Synthesis.
1985/11.
**Pittsburgh Univ., Pa. Learning Research and Development Center.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Effect Size; Elementary Secondary Education; *Individualized Instruction; Learning; *Meta Analysis; *Outcomes of Education; *Research and Development Centers; Research Methodology; Student Characteristics
IDENTIFIERS- Learning Research and Development Center; *Quantitative Research

To estimate the effects of adaptive education on cognitive, affective, and behavioral outcomes of learning, 309 effect sizes were calculated using statistical data from 38 studies that contained a combined sample of approximately 7,200 students. The substantial mean of the study-weighted effect sizes is .45, suggesting that the average student in adaptive programs scores at the 67th percentile of control group distributions. The effects appear constant across grades, socioeconomic levels, races, private and public schools, and community types. In addition, the effects are not significantly different across the categories of adaptiveness, student outcomes, social contexts, and methodological rigor of the studies. (Author)

ED 263 162 TM 850 647

*Lawrence, Jeanette; And Others*

"You Tell Me Your Theory and I'll Tell You Mine": Students and Instructor's Representations of Problems.

PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on Problem-Based Learning, (Sydney, Australia, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Adults; *Cognitive Processes; *Heuristics; Higher Education; Individual Differences; Learning Problems; *Learning Processes; *Learning Readiness; *Problem Solving; Undergraduate Students
IDENTIFIERS- Mental Imagery; *Representational Thinking

This research addresses the actual goals and intentions from which students plan and organize their work in a course of study. Representations can either facilitate or hinder learning and problem solutions. Several salient aspects of adult students' representational systems and how they influenced university study were examined in two studies. The first study investigated how four mature aged students represented their work on a university-level advanced course in educational psychology. Students' goals were directly related to individualized plans for working on the course, but none agreed with the kinds of goals and objectives that were written into the course materials. There was a strong tendency for planning strategies to reflect major goals. Organization, selection, and reading plans were developed in the service of pre-determined purposes. The second study, of relations between goals and working plans, also sought to develop profiles of students' representations of a complex study task over time. Active and reflective abstractions and re-organization was related to better learning outcomes. Better students indicated they would continue developing perspectives while poorer students maintained their more rigid theories about course demands and effective strategies. They did not acquire new understanding or skills for using learning theories. (PN)

ED 263 177 TM 850 667

*Hutchinson, T. P.*
Predicting Performance in Variants of the Multiple-Choice Test.
PUB DATE- Jul 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Psychometric Society and the Classification Societies (4th, Cambridge, England, July 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Guessing (Tests); *Multiple Choice Tests; *Predictive Measurement; Science Tests; Secondary Education; *Statistical Analysis; Test Items; *Test Theory
IDENTIFIERS- Answer Until Correct; *Partial Knowledge (Tests)

For over 50 years, the overwhelming weight of evidence has been that subjects are able to make use of partial information when responding to multiple-choice items. The subject chooses the alternative which has given rise to the lowest mismatch, except that if this minimum mismatch is larger than some threshold, the question is left unanswered. Assuming some statistical distribution of mismatch, we may obtain the proportions of items answered correctly and answered wrongly, in terms of ability and willingness to guess. This study reanalyzed two datasets. One was an answer-until-correct test of spatial reasoning (386 examinees, 30 items, 5 alternatives). Evidence for the operation of partial knowledge was given by two findings: performance when second and subsequent choices are made (after the first choice is wrong) is above the chance level, and is positively related to first-choice performance. The second dataset was a four-alternative test of chemistry administered to 407 subjects. There were 20 genuine items plus four nonsense items. The proportions of the genuine items answered correctly, answered incorrectly, and omitted can be used to predict the proportion of the nonsense items attempted. Fairly good agreement between predicted and observed proportions was found. (Author/PN)

ED 263 192 TM 850 683

*Kirsch, Irwin*
NAEP Profiles of Literacy. An Assessment of Young Adults. Development Plan, April 1985.
**National Assessment of Educational Progress, Princeton, NJ.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 22p.; For a related document, see TM 850 684.
GRANT- NIE-G-84-0013
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Basic Skills; Data Collection; *Educational Assessment; Evaluation Criteria; *Literacy; National Surveys; Questionnaires; Reading; Secondary Education; Student Evaluation; Writing Evaluation; *Young Adults
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has acted to provide a new perspective with its 1985 survey of the literacy skills of young Americans aged 21-25. In the Spring of 1985, NAEP began screening 40,000 households to identify a nationally representative sample of between 3,600 and 5,000 young adults aged 21-25 and several hundred out-of-school 17-year-olds. (An oversampling of Black and Hispanic young adults will premit NAEP to deliver reliable reports on those groups.) We can fully appreciate the conditions of literacy among young adults in our society only when we survey their proficiency at various tasks along with the characteristics of the backgrounds and the environments in which they live. NAEP staff members will gather information on the background and demographic characteristics of young adults. A second phase of the study involves the measurement of "core" skills, and a third phase includes simulation tasks resulting in a profile of literacy skills or an oral language interview. Findings of the study will have implications for economic development, educational programs, and practical programs to improve literacy. (LMO)

ED 263 022 SE 046 249

*Hay, J. E.; And Others*
Nitrogen for the Nineties.
**Royal Society of Chemistry (Scotland). Education Div.**

SPONS. AGENCY- Royal Society of Chemistry (Scotland). Education Appeal Fund.; Scottish Curriculum Development Service (Scotland). Education for the Industrial Society Group.
PUB DATE- 84
NOTE- 49p.; One of a series entitled "Interactive Teaching Material for Schools and Colleges: Chemistry Packages for Sixth Formers." For the other documents in the series, see SE 046 246-251.
AVAILABLE FROM- Scottish Council for Educational Technology, Victoria Crescent Road, Dowanhill, Glasgow G12 9JN, Scotland (1 pound plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemical Industry; *Chemistry; Decision Making; *Role Playing; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods; Units of Study
IDENTIFIERS- *Scotland

This unit is one of a group of units written to fit the Certificate of Sixth Year Studies (CSYS) chemistry course, but it could be used in most Sixth Form courses. The format for this unit is a decision-making or role playing situation. It includes: (1) background information for the teacher, with descriptions of the three roles for individuals or small groups (the roles are those of an industrialist and two consultants), suggested guidelines for two class sessions, and expected answers for student decision sheets; (2) a consultant's packet with references on the chemical urea (instructions, background papers, data sheets, and summary sheets); (3) a consultant's packet with references on ammonium nitrate; and (4) a packet with references related to industry. This situation provides for an industrialist to seek advice on whether to convert the present ammonia for which he already has a plant into ammonium nitrate or into urea. The interaction of students, based on their knowledge of chemistry and other disciplines, should aid in understanding that decisions in the chemical industry are multidisciplinary. (DH)

ED 263 103 SP 026 842

*Huling-Austin, Leslie*

The Low Budget/Almost No Budget Approach to Interactive Research and Development: An Implementation Game Plan. R&D Rep. No. 3200.

**Texas Univ., Austin. Research and Development Center for Teacher Education.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 43p.; Paper presented at the Meadow Brook Symposium on Collaborative Action Research in Education (Rochester, MI, January, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Research and Development; *Research Utilization; Teacher Participation; *Theory Practice Relationship

The primary goal of an Interactive Research and Development (IR&D) project is to encourage teachers to begin to use research findings and practices in their teaching and to develop some basic inquiry skills which they may used as a means of solving educational problems. Secondary goals are to enable teachers and researchers to study a specific question of interest to them, and to provide participants the opportunity to engage in a meaningful professional development activity with educators from other role groups. A final goal of an IR&D project is to generate useful research which when disseminated will benefit the educational community. This paper describes the steps for developing and implementing an IR&D project within a limited budget. The basic foundation of such a project is teamwork between teachers, researchers, and staff developers. The roles and responsibilities of each of these participants are described. Following a discussion on the nature and objectives of the collaboration of team members, a description is given of the IR&D project conducted at Texas Tech University which was developed and implemented in 1980 and terminated in 1982. (JD)

ED 263 148 TM 850 626

*Tatsuoka, Kikumi K.*

Diagnosing Cognitive Errors: Statistical Pattern Classification and Recognition Approach.

**Illinois Univ., Urbana. Computer-Based Education Research Lab.**

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

REPORT NO.- CERL-RR-85-1-ONR

PUB DATE- Jan 85

NOTE- 37p.

CONTRACT- N00014-82-K-0604

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Artificial Intelligence; Cognitive Processes; Computer Assisted Testing; Computer Software; Diagnostic Tests; Educational Testing; *Error Patterns; *Item Analysis; Junior High Schools; *Latent Trait Theory; *Mathematical Models; *Psychometrics; Schemata (Cognition); *Student Evaluation

IDENTIFIERS- PLATO; Response Patterns; Rule Space Model

This paper introduces a probabilistic model that is capable of diagnosing and classifying cognitive errors in a general problem-solving domain. Item response theory is used to deal with the variability of response errors. Responses from a 38 item fraction addition test given to 595 junior high school students are used to illustrate the model. Through error analysis the students' responses are classified into 34 groups of misconceptions, and validated with the error diagnostic program written by a typical formal logic approach. The model can control classification of test performance by selecting a particular set of ellipses. These ellipses represent erroneous rules in a procedure domain, or sources of misconceptions producing a variety of erroneous rules of operation, or different achievement levels. Applications of the model include: (1) computer aided instruction on microcomputers as an integrated part of training programs; and use as a placement tool by training program administrators. (LMO)

ED 263 207 TM 850 702

*Finegold, Lawrence S.; Rogers, Deborah*
Relationship between Air Force Officer Qualifying Test Scores and Success in Air Weapons Controller Training. Interim Report for the Period November 1982-February 1984.
**Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.**
REPORT NO.- AFHRL-TR-85-13
PUB DATE- Jun 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Admission Criteria; Classification; *Comparative Analysis; *Correlation; Data Analysis; Feasibility Studies; *Military Training; Officer Personnel; Postsecondary Education; Predictor Variables; Questionnaires; *Scores; Selection; Student Characteristics
IDENTIFIERS- *Air Force Officer Qualifying Test

This project investigated the relationship between Air Force Officer Qualifying Test (AFOQT) composite scores and student performance in Air Force air weapons controller training. The purpose of this study was to examine the feasibility of using AFOQT scores as one selection criteria for entry to the air weapons controller field. An analysis of training performance data for 968 students showed a significant positive correlation between AFOQT Academic Aptitude composite scores and successful completion of training. Thus, a range of possible minimum cutoff scores on this composite was recommended as a selection criterion. Data concerning the approximate cost of attrition rates (Fiscal Year 1982) for the five air weapons controller training organizations and the expected effects of establishing various minimum selection criteria were also presented. A separate data analysis of demographic factors, including age and source of commission showed no consistent relationship between these variables and student performance that would be useful in establishing criteria based on these variables. The decision to use AFOQT scores as one of the selection criteria is now under management review at Air Force Headquarters. (Author)

ED 263 221 TM 850 723

*Albanese, Mark A.*

Some Comments on the Correction for Guessing. A Further Analysis of Angoff and Schrader.

PUB DATE- Apr 85
NOTE- 35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Entrance Examinations; Data Interpretation; Fatigue (Biology); *Guessing (Tests); Higher Education; High School Students; Hypothesis Testing; Research Problems; Response Style (Tests); *Sampling; *Scoring Formulas; Secondary Education; Testing Problems; *Test Reliability; Test Wiseness; Volunteers
IDENTIFIERS- *Differential Effects Hypothesis; Graduate Management Admission Test; *Invariance Hypothesis; Scholastic Aptitude Test; Test Instructions

This study reexamines results reported by Angoff and Schrader regarding formula directions and rights directions for standardized tests. In that study, it was concluded that the two scoring directions were essentially equivalent. In this study, methodological concerns are discussed and additional data analyses undertaken. Among various methodological concerns discussed are the potential problems in using volunteers for the College Board phase of the study and the likelihood of treatment contamination in the Graduate Management Admissions Test (GMAT) phase. Estimates of success rates of the rights directions group on items omitted and not reached by the formula group, were beyond chance by 3 percent to 13 percent for the College Board tests and at or below chance levels for the GMAT. Alternative interpretations of the data are made and suggestions for additional research proposed. (Author/LMO)

ED 263 274 UD 024 550

*Krell, Charlene J.*
Health Promotion for Indochinese Refugees--A Third World Population in a First World Setting. An Educational Model.
PUB DATE- May 85
NOTE- 370p.; Master's Thesis, California State Univ., Northridge.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Americans; *Health Education; *Health Personnel; Health Services; *Indochinese; *Refugees; Training

An educational model for implementation of a health promotion program for Indochinese refugees in the United States is presented in this paper. The objective, as described by the model, is to train individuals within the refugee community so that they, having information about health, can assist peers to seek and maintain better health in their homes, with their families and in their community. The model, complete with measurable objectives and varied learning opportunities, mainly includes content which would not require literacy skills. Topics include the development of a health promoter program, self-care, and specifics such as public and environmental health, child care, first aid, dental care, sexual health, and family planning. Suggested resources are provided to assist the implementer. The model, it is said, reflects a health promotion concept which may be widely applicable to a variety of age groups in a variety of settings. Five appendices include the following: (1) Sample Assessment Interview; (2) Partial List of Asian Resources; (3) Validation Instrument Letter; (4) List of Experts to Validate the Model; and (5) The Educational Model, which includes a justification, content outline, implementation scheme, in-service orientation scheme, curriculum evaluation plan, curriculum plan with content outline and related learning opportunities, and a bibliography. (KH)

Children in Poverty. Hearing before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means, House of Representatives, Ninety-Ninth Congress, First Session. Serial No. 99-18.

**Congress of the U.S., Washington, D.C. House Committee on Ways and Means.**

PUB DATE- 22 May 85
NOTE- 67p.; For a related document, see UD 024 570.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Children; Demography; *Economic Factors; Economic Opportunities; *Family Income; *Government Role; Hearings; *Poverty; *Public Policy
IDENTIFIERS- Congress 99th

This hearing was held to review and address issues covered in the study, "Children in Poverty, 1959-1984." The study was conducted by the Congressional Research Service (CRS) and the Congressional Budget Office (CBO) in order to examine demographic trends, economic factors, government policies, and other factors contributing to the high poverty rate among children, as well as policy options to reduce this problem. The first witness, Senator Daniel P. Moynihan of New York, made the point that an unusual trend is occurring in the United States in which the chances of a child being poor are six times as great as that of an older, retired person. The next witness, Velma W. Burke, a specialist in social legislation with the Library of Congress, summarized findings of the study by CRS, as follows: poverty rates among children have risen to the highest level since the mid-1960s; the increased rates reflect underlying demographic changes and the state of the economy; there is a trend toward greater inequality of income distribution which has increased children's poverty; and poverty rates have been affected by reduced government cash benefits to children. Rudolph G. Penner, Director of the CBO, then presented his office's portion of the study which considered, primarily, government programs combatting poverty and offered recommendations and options to improve these programs. The remainder of the hearing consisted of a question and answer period. Supporting documentation is also provided in this transcript. (CG)

ED 262 947 RC 015 525

*Roweton, William E.*
A Survey of Gifted/Talented Education in Rural Nebraska: A First Appraisal.

PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academically Gifted; *Access to Education; Administrator Attitudes; Elementary Secondary Education; Faculty Mobility; *Gifted; Questionnaires; *Rural Schools; *School Effectiveness; School Size; Small Schools; Special Education; *Talent; Teacher Attitudes
IDENTIFIERS- *Nebraska; Resource Utilization; State Role

Questionnaires surveying the extent of programs and support for education of the gifted and talented were received from 60 teachers and administrators in rural elementary and secondary schools in Nebraska's 11 most western counties. (The return rate of the mailed questionnaires was 24%). Results indicated that teachers and administrators overwhelmingly supported the idea of gifted/talented education, believed their schools were not satisfactorily meeting needs of gifted and talented students, and valued the idea of state funding, programs, and professional education to meet these needs. Program activity received little financial incentive from the state, varied widely among schools, and was far less than sentiment suggested. Gifted/talented education was most disappointing in smaller schools; larger districts and schools with less staff turnover were more involved in gifted/talented programs. Listing barriers to gifted/talented curriculum development (such as lack of time, facilities, funding, and staff and training), teachers wanted more professional training and were sensitive to needs of gifted/talented students, but underutilized existing resources such as the state Office for Gifted/Talented Education. Tables provide responses to the questionnaire and paraphrases of respondents' questions to the state gifted/talented program supervisor. The 21-item true-false questionnaire forms the appendix. (LFL)

ED 262 992 SE 046 206

*Bybee, Rodger; And Others*

Teaching about Science and Society: Activities for Elementary and Junior High School.

REPORT NO.- ISBN-0-675-20059-8
PUB DATE- 84
NOTE- 371p.
AVAILABLE FROM- Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, OH 43216 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Earth Science; Elementary Education; Elementary School Science; *Environmental Education; *Health Activities; Junior High Schools; Learning Activities; Nutrition; Physical Environment; *Physical Sciences; *Science Activities; *Science Education; Science Instruction; Secondary School Science; Teaching Methods
IDENTIFIERS- *Science and Society

This book provides activities designed to meet the needs of new and practicing elementary and middle school science teachers. The activities, which focus on science and society, are arranged in four major sections: environmental biology activities; health and nutrition activities; physical science activities; and earth and environmental science activities. The activities in each section are divided into these grade levels: kindergarten through second grade (K-2); third through fifth grade (3-5); and sixth through eighth grade (6-8). Each grade level section is preceded by a planning chart that provides an overview of the activities and concludes with an annotated listing of resources for that discipline. Individual activities begin with an overview that provides a summary of the lesson. There is a section on science background in which major concepts are presented in a short "in depth" discussion for the teacher. This discussion is intended to provide an understanding of the scientific content of the lesson. A section on societal implications follows, in which the scientific content is extended to the social context. The next sections are basic to most lessons: major concepts, objectives, materials, vocabulary, and procedures. An introduction (with rationale for teaching about science and society, and a bibliography) is included. (JN)

ED 263 007 SE 046 222

*Connelly, F. Michael; And Others*
Science Education in Canada. Volume I. Policies, Practices, and Perceptions. Informal Series/60.
**Ontario Inst. for Studies in Education, Toronto.**
REPORT NO.- ISBN-0-7744-5072-X
PUB DATE- 85
NOTE- 490p.
AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($26.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Policy; *Educational Practices; *Educational Trends; Futures (of Society); Inservice Teacher Education; National Surveys; Preservice Teacher Education; *Science Curriculum; *Science Education; Science Instruction; *Teacher Education Programs
IDENTIFIERS- *Canada; Science Education Research

This 13-chapter book is the product of 2 years of research undertaken as part of a 25-country science study. To provide a context for understanding science education as it has developed in Canada, the book traces educational policies and practices from pre-confederation times to the present. It explains how Canada's colonial beginnings and subsequent growth into a nation of provinces shaped its diverse educational systems, and describes educational structures and practices, curriculum development processes, student assessment practices, and both preservice and inservice teacher education. Science curricula are analyzed by province to indicate the emphasis given specific topics at various levels of schooling. In addition, an innovative research technique was employed to determine how science teachers perceive and react to the environment in which they work (which will provide data to help understand ways the teachers translate curriculum policy). In addition to an introductory chapter describing the methodology used in the research, five reference sections are included. They are a glossary of terms, annotated comments on recent events in science education (by province), a description of science teachers' associations, the goals and policies of science education (by province), and data from curriculum content analyses. (JN)

ED 263 053 SP 026 644

*Matthes, William A.*
Teacher Education: A Developmental Perspective.
PUB DATE- 5 Aug 85
NOTE- 34p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Wichita, KA, August 4-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Professional Development; *Professional Recognition; *Teacher Education; *Teacher Recruitment; *Teaching (Occupation)

With all the rhetoric on education appearing in the form of reports, legislative proposals, opinion polls, and statements from the profession, the observation of Lortie (1975) that "teaching, from its inception in America, has occupied a special, but shadowed, social standing. Real regard shown for those who taught has never matched the professed which is still valid." The reality is that teachers recognize they no longer even occupy a position of "shadowed social standing." The professed regard is now more congruent with the real regard. There is a crisis in teaching which directly affects recruitment, preparation, induction and staff development. This paper examines this crisis from the perspective of the individual who selects teaching as a career. The discussion considers the appropriateness of the traditional concept of career development for the individual. What factors will increase the attractiveness of teaching as a career? What factors will increase retention and motivate teachers if the "career ladder" concept will not? It is the intent of this paper to consider the evolution of the individual teacher as he/she passes through the phases of recruitment, preparation, induction and staff development. It is the intent of this paper to integrate the knowledge of each phase into a coherent model of teacher development as it is related to conditions for professional practice. (Author)

ED 263 070 SP 026 697

*Marsh, David D.; And Others*
Utilizing Teacher Concerns to Mediate Staff Development Efforts. Report No. 3215.
**Texas Univ., Austin. Research and Development Center for Teacher Education.**
PUB DATE- Apr 85
NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Change; Elementary Secondary Education; Inservice Teacher Education; *Staff Development; *Teacher Attitudes
IDENTIFIERS- *Concerns Based Adoption Model; Stages of Concern about the Innovation

This volume contains papers presented at a symposium which focused on ways to mediate or tailor change facilitation efforts. The symposium's purpose was to: (1) describe and analyze the best clinical attempts to use Concerns Based Adoption Model (CBAM) tools as guides for mediating staff development efforts; (2) present a conceptual scheme for viewing and resolving teachers' personal concerns within staff development efforts; and (3) present implications for the use of CBAM tools as mediators of staff development efforts. Papers presented were: "Installing New Reading Programs: A Business/Education Application of Stages of Concern to Mediate Staff Development Efforts" (Raymonde Pelland and Leslie Huling-Austin); (2) "Using a Concerns-Based Staff Development Model to Implement a District-Wide Primary Integrated Curriculum" (Marge Melle); (3) "A Progress Report That Counts" (Madalyn McDonald Cooke); and (4) "Addressing Teachers' Personal Concerns in Staff Development Efforts" (David D. Marsh and Maryalice Jordan-Marsh). Discussant remarks are made by Susan Loucks-Horsley and Gene E. Hall. (CB)

ED 263 086 SP 026 759

*Warren, Thomas F.*
Partners in Curricular Reform: Computers and Creativity.
PUB DATE- Jul 85
NOTE- 13p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Creative Development; Discovery Processes; Elementary Secondary Education; Learning Strategies; *Microcomputers

In Southern Wisconsin and Northern Illinois a group of schools has united together to form the Beloit Educational Computing Consortium (BECC). A recent survey of selected teachers in BECC schools indicated that even though the schools do not consciously set out to teach creativity via computers, substantial creative behavior is demonstrated by the children who use the computers. According to the teachers, creativity has manifested itself the most clearly when pupils program and when they write using the word processing capabilities of the computer. By applying these tools, pupils develop their own ideas after trying different options. The surveyed teachers also noted the ways in which potential creativity can be blocked. In particular they noted that the least stimulating examples of software contain lengthy directions, few choices, and minimal interaction and reinforcement. In this paper, an analysis of the human thinking processes which lead to creativity forms the foundation for a discussion on the salient factors that should be incorporated into a computer curriculum designed to enhance and develop creative thinking in students using the computer as a tool. (JD)

*Sirotnik, Kenneth A.*
Using vs. Being Used by School Information Systems.
**California Univ., Los Angeles. Center for the Study of Evaluation.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). In: Comprehensive Information Systems for Local School Improvement: A Reality-Test in Secondary Schools (TM 850 001).
GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; *Information Systems; Information Utilization; *Instructional Improvement; Student Records; *Systems Approach
IDENTIFIERS- *Evaluation Problems; *Systemic Evaluation

This is one of a series of reports based on an ongoing reality test of systemic evaluation for instructional decision making. This feasibility study is being carried out by the Center for the Study of Evaluation with the Laboratory in School and Community Relations at a suburban Los Angeles high school (called Site A). Viewing a school as a cultural/ecological system, systemic evaluation is a set of principles to guide local development of processes to gather, organize, and utilize information relevant to the needs and values of the system and its members. This paper discusses the potential abuses of comprehensive, school-oriented information systems. There are at least three issues that must be addressed if the systems are to be used by and for people instead of against them: (1) intimately involving people in developing the purposes, contents and uses of the systems; (2) developing timely, relevant, and straightforward techniques for bringing information to bear upon practice; and, (3) creating a climate of mutual trust and responsibility for generating and using information. (BS)

ED 263 235 UD 024 499

*Ollie, Bert W., Jr.*
The Testing of a Desegregation Planning Model in Black and White Neighborhoods in Milwaukee, Wisconsin.
PUB DATE- Apr 80
NOTE- 45p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April 1980).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Blacks; *Desegregation Plans; Educational Environment; Elementary Secondary Education; *Environmental Influences; *Leaders; Models; Planning; *School Desegregation
IDENTIFIERS- *Planners; *Wisconsin (Milwaukee)

A study was conducted to test a desegregation impact planning model in predominantly black and predominantly white neighborhoods in Milwaukee, Wisconsin. The model tested has seven planning stages, pre-planning through the implementation and revision cycle. The model features feedback loops which permit desegregation planners to get community feedback while the planning cycle is in progress and when its outputs are put into effect. Specifically, the objectives of the study were: (1) to determine if there were differences between blacks and whites in their perception of the impact of certain influences on the desegregation planning process (since the views of planning role actors will be instrumental in determining the components of any desegregation plan); and (2) to observe, while testing the model, whether these neighborhood residents systematically followed the steps outlined in the model. Of the 21 influences tested, all were perceived by respondents to have some influence on the planning cycle and the systems outputs by black and white community desegregation planning role actors. Black and white actors perceived that State and Federal money to defray the cost of school desegregation had the most positive influence. The fears voiced by middle class parents about sending their children to school with lower class minority students was perceived to be the most negative influence. Other statistically significant differences between the perceptions of black and white planners involved: (1) fear of white flight; (2) cooperation from school board members; (3) desire to maintain neighborhood schools; (4) fears for students' safety due to possible racial conflicts in the schools; and (5) having enough accurate information to make desegregation planning successful. Because 94% of the respondents indicated that they went through the steps recommended by the desegregation model while constructing a desegregation plan, the study concludes that the model works and does not need revision. (KH)

ED 263 261 UD 024 532

*Burke, Vee; And Others*
Hispanic Children in Poverty.
**Library of Congress, Washington, D.C. Congressional Research Service.**
REPORT NO.- 85-170-EPW
PUB DATE- 13 Sep 85
NOTE- 167p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Economic Status; *Family Characteristics; *Family Income; *Hispanic Americans; Low Income Groups; *Poverty

This report compares Hispanic children with non-Hispanic white and black children in regard to income and several factors related to the poverty of children, including: education of parents; age of parents; family size; and hours of work. Based on Census Bureau data, the report consists of six chapters which present the following: (1) introduction; (2) a summary of findings; (3) a discussion of poverty among Hispanic children in 1983; (4) an examination of factors related to poverty among Hispanic children, 1975-83; (5) analysis of earnings of parents of Hispanic children; and (6) a discussion of government transfer payments to Hispanic children. In 1983, it is reported, a total of 2.16 million Hispanic children (38.2%) had money income below Census Bureau poverty thresholds. The 1983 poverty rate of Hispanic children was more than 2.5 times that of non-Hispanic white children, but about one-fifth below that of non-Hispanic black children. Analyses of poverty trends for 1975-1983 are said to reveal that the number of poor Hispanic children climbed by almost 53 percent, and the proportion of all poor children who were Hispanic rose from 13.5 to 16 percent. In 1983, the latter figure declined to 15.6 percent, but the poverty status of Hispanic children worsened again in 1984. Contributing to the high rates of poverty among Hispanic children are very low levels of high school completion by their parents, a relatively large number of children per family, an above-average share of children being raised by a single parent, usually their mother, and a relatively large proportion of children with young parents. Appendices provide a discussion of problems in defining ethnic origin, some additional data, and information about the revisions in 1983 Hispanic poverty data announced by the Census Bureau in August, 1985. Many statistical tables and charts are presented throughout the report. (KH)

ED 262 962 SE 046 052

Regents Competency Testing Program in Science. A Guide to the Core Process Skills and Content Understandings. Information Bulletin.

**New York State Education Dept., Albany. Bureau of Science Education.**

PUB DATE- 85

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Biological Sciences; Course Descriptions; Earth Science; *Elementary School Science; Intermediate Grades; Junior High Schools; *Physical Sciences; Process Education; Science Education; Science Programs; *Science Tests; *Scientific Concepts; *Secondary School Science; Technology

IDENTIFIERS- *New York; Science and Society

The Regents competency test in science is a survey test of the core process skills and core understandings taken from the 10 blocks of the "Science Syllabus for Middle and Junior High Schools." The life, earth, and physical sciences are covered equally. Questions testing knowledge (recall and recognition), comprehension, application, and the process skills are included. This publication provides information that public and nonpublic schools will need to prepare for the first administration of the test in June of 1988. The information includes: (1) a description of the test; (2) a brief discussion on improving the science 7, 8, and 9 program; (3) comments on the core process skills; (4) a process scheme and program implementation matrix; (5) comments on core concepts and understandings; and (6) core understandings and program implementation checklist for the 10 blocks. These blocks (labeled A through J) are: living systems-organisms; living systems-human systems; living systems-microorganisms; the earth's changing surface; weather and climate; astronomy and aerospace science; energy and motion; energy-sources and issues; and science, technology, and society. (JN)

ED 263 037 SO 016 867

Elementary Classroom Music, K-6 Curriculum Guide. Bulletin 1586.
**Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.**
PUB DATE- 81
NOTE- 120p.; For related document, see SO 016 868.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Descriptions; Curriculum; *Curriculum Development; Curriculum Guides; Developmental Stages; Educational Objectives; Elementary Education; Facilities; Glossaries; Instructional Materials; Listening Skills; Music Activities; *Music Education; Outcomes of Education; Resource Materials; School Schedules; Singing; Skill Development; Special Education; Standards; Teaching Methods

A K-6 course of study in music is described. The curriculum guide first presents a rationale for and lists the outcomes of music education. Three options of presentation among which teachers can choose are described. These include the traditional approach, the Carl Orff system, and the Kodaly system. A section on course content narrative discusses the kinds of music activities appropriate for early childhood, middle childhood, and later childhood; the development of musical concepts, music reading skills, and listening skills; singing activities; and instrumental activities. A K-6 scope and sequence is provided for the following elements of music: rhythm, melody, harmony, form, and expressive qualities. A K-6 content outline, including objectives, skills, activities, and materials, is provided. Music in special education and special ensembles are discussed. Guidelines for support, including standards for curriculum, scheduling, staff, physical facilities, and materials and equipment, are included. The guide concludes with a glossary of terms, a list of resources, and a bibliography. (RM)

ED 263 133 TM 850 603

*Chi, Michelene T. H.*
Changing Conception of Sources of Memory Development. 1985/23.
**Pittsburgh Univ., Pa. Learning Research and Development Center.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
REPORT NO.- LRDC-1985/23
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Educational Research; Elementary Secondary Education; *Knowledge Level; *Learning Strategies; Memorization; *Memory; Metacognition; Mnemonics; Problem Solving
IDENTIFIERS- *Representational Thinking

**Explanations for memory development have tended to focus on acquistion of general strategies and metaknowledge. Recently, emphasis has been given to the knowledge base as a whole, including general world-knowledge and domain-specific knowledge and procedures. Evidence is presented from the memory development literature showing why strategies and metaknowledge, although undoubtedly important in development, are not sufficient factors to account for memory development, especially if considered in isolation. Current research on the influence of the general knowledge base and the kinds of questions that must be considered by further research are summarized. (Author)**

ED 263 178 TM 850 668

*Priestley, Michael*
Performance Assessment in Education and Training.
PUB DATE- 6 Jun 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Council on the Continuing Education Unit (Los Angeles, CA, June 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Behavioral Objectives; Continuing Education; Evaluation Criteria; *Evaluation Methods; *Outcomes of Education; *Performance; Performance Factors; Performance Tests; Postsecondary Education; Test Selection; *Vocational Evaluation

This paper suggests alternatives for assessing various types of learner outcomes, along with a procedure for deciding which method to use. Whatever the context--continuing education, training, business, or the professions--assessing learner outcomes involves a set of four steps. (1) The first step in designing an assessment is to determine its purpose, identify resources, decide whom to assess and when, define what to assess, decide how to assess, create a preliminary plan, and evaluate the plan. (2) The next step is to interpret the learner outcomes, or objectives, in terms of what is to be measured. (3) The third step is selecting assessment instruments; interpreting the learner outcomes helps to determine what type of assessment methods must or should be used to measure specified skills and content. (4) The fourth step is using the results; how results will be used is among the final factors in determining which assessment method to sel[illegible]. This presentation briefly describes various alternative assessment methods, including: actual performance, simulations, observational assessments, oral assessments, paper-and-pencil assessments, and forms of program requirements designed to assess prerequisite skills or knowledge in a non-testing context. (PN)

Profiles of Literacy. An Assessment of Young Adults.
**National Assessment of Educational Progress, Princeton, NJ.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 13p.; For the development plan for this assessment, see TM 850 683.
GRANT- NIE-G-84-0013
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Literacy; Basic Skills; Data Collection; *Educational Assessment; Evaluation Criteria; *Literacy; National Surveys; Questionnaires; Reading; Secondary Education; Student Evaluation; Writing Evaluation; *Young Adults
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has acted to provide a new perspective with its 1985 survey of the literacy skills of young Americans aged 21-25. In the spring of 1985, NAEP began screening 40,000 households to identify a nationally representative sample of between 3,600 and 5,000 young adults aged 21-25 and several hundred out-of-school 17-year-olds. (An oversampling of Black and Hispanic young adults will permit NAEP to deliver reliable reports on those groups.) We can fully appreciate the conditions of literacy among young adults in our society only when we survey their proficiency at various tasks along with the characteristics of the backgrounds and the environments in which they live. NAEP staff members will gather information on the background and demographic characteristics of young adults. A second phase of the study involves the measurement of "core" skills, and a third phase includes simulation tasks to draw a profile of literacy skills or an oral language interview. Findings of the study will have implications for economic development, educational programs, and practical programs to improve literacy. (LMO)

ED 263 248 UD 024 514

*Gardner, Robert W.; And Others*
Asian Americans: Growth, Change, and Diversity.
**Population Reference Bureau, Inc., Washington, D.C.**
PUB DATE- Oct 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
Collected Works - Serials (022)
DESCRIPTORS- *Asian Americans; Chinese Americans; *Cultural Traits; *Demography; Ethnic Groups; Filipino Americans; *Immigrants; Indians; Japanese Americans; Korean Americans; Vietnamese People
IDENTIFIERS- Vietnam War

With heavy immigration fueled by U.S. immigration law changes in 1965 and the influx of over 700,000 Indochinese refugees since the Vietnam War ended in 1975, Asian Americans grew from 1.4 million in 1970 to 3.5 million, 1.5% of the U.S. population, by the April 1980 census and an estimated 5.1 million, 2.1% of the U.S. total, as of September 30, 1985. Barring major changes in U.S. immigration policy, they could number almost 10 million in 2000. The major Asian American groups are Chinese (21% of the total in 1985), Filipinos (20%), Japanese (15%), Vietnamese (12%), Koreans (11%), and Asian Indians (10%). In 1980, 49% of Asian Americans lived in California or Hawaii, 9% in New York, and 92% lived in metropolitan areas, compared to 75% of the general population. Except for the latest-arrived Vietnamese, the fertility of the six major groups is lower than the white average, labor force participation is generally higher and unemployment lower. In 1980, 35% of adults were college graduates, compared to 17% of white adults, and among the foreign-born, all but Koreans and Vietnamese exceeded the white population in the highest-status occupational category. Per-worker median incomes in 1979 were higher than the white median only for Japanese, Chinese, and Asian Indians, but family median incomes were as high or higher than the white median for all but Vietnamese, because Asian Americans households, especially among recent immigrants, contain more workers than white households. Asian Americans are not homogeneous and some groups still lag behind, particularly "second-wave" Indochinese refugees arriving since 1978, but with their strong family support and dedication to education and work, Asian Americans are likely to assimilate like other immigrant groups before them, especially as more of their groups are comprised of native-born Americans. (Author)

ED 262 978 SE 046 190

*Weiland, Linnea; And Others*
Improving Mathematical Problem-Solving Skills in the Middle Grades. A Staff Training Manual.
**New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.**
REPORT NO.- PTM-400.60
PUB DATE- 85
NOTE- 220p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Elementary School Mathematics; Elementary Secondary Education; *Inservice Teacher Education; Intermediate Grades; Junior High School Students; *Mathematics Curriculum; *Mathematics Instruction; *Problem Solving; State Departments of Education; *Teaching Guides
IDENTIFIERS- *New Jersey

This manual was written to help district curriculum leaders in New Jersey improve instruction in mathematical problem solving in middle and junior high schools. Four training modules contain the material and information needed to conduct a staff development course. The manual was designed to accompany turn-key training sessions to prepare the leader to conduct in-service training for teachers. The first section contains specific supervisory strategies for promoting effective problem-solving instruction. Section 2 provides general information for the curriculum leader to use in organizing in-service training based on the materials in this manual. Each of the four training modules in Section 3 contains a ready-to-reproduce workshop packet and a guide to the presenter which includes training materials. Module I introduces the problem-solving process and the need to improve problem-solving instruction. Module II focuses on the identification and teaching of effective problem-solving strategies and skills. The activities in Module III lead participants in analyzing the textbook treatment of problem solving and in expanding word problem-solving experiences beyond the textbook. Problem solving using models and manipulative materials is explored in Module IV. Each module describes training activities which incorporate implications from research, training tips, instructional materials, and follow-up activities. (MNS)

*Nechvatal, A.; And Others*
The Vinyl Chloride Problem: Several Routes to One Compound.
**Royal Society of Chemistry (Scotland). Education Div.**
SPONS. AGENCY- Royal Society of Chemistry (Scotland). Education Appeal Fund.; Scottish Curriculum Development Service (Scotland). Education for the Industrial Society Group.
PUB DATE- 84
NOTE- 31p.; One of a series entitled "Interactive Teaching Material for Schools and Colleges: Chemistry Packages for Sixth Formers." For the other documents in the series, see SE 046 246-251.
AVAILABLE FROM- Scottish Council for Educational Technology, Victoria Crescent Road, Dowanhill, Glasgow G12 9JN, Scotland (1 pound plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemical Industry; *Chemistry; *Decision Making; *Science Activities; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods; Units of Study
IDENTIFIERS- *Scotland; Vinyl Chloride

This unit is one of a group of units written to fit the Certificate of Sixth Year Studies (CSYS) chemistry course, but it could be used in most Sixth Form courses. These materials are designed for use in a group decision-making format with each of three groups representing a different manufacturing process which produces vinyl chloride. The unit contains three parts: (1) presentation of different manufacturing processes in separate groups; (2) combining the groups; and (3) further activities. Materials include: teacher packet (background, guidelines and answers); general student background information; information packets for each manufacturing group (with guidelines and considerations); combined group guidelines; and suggestions for further activities. Experience and interaction among students during decision making should help them understand that decisions in the chemical industry are multidisciplinary. (DH)

*Curtis, Mary E.; Glaser, Robert*
Intelligence Testing, Cognition, and Instruction. 1985/19.
**Pittsburgh Univ., Pa. Learning Research and Development Center.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 26p.; Reprinted from "International Journal of Psychology", 19, 475-497.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Environment; Educational Needs; Elementary Secondary Education; *Epistemology; Instruction; Intelligence Differences; *Intelligence Tests; *Social Environment; *Testing
IDENTIFIERS- Cognitive Psychology

This paper examines the implications of recent theory and research in cognitive psychology for the understanding and assessment of intelligence. Three major themes are developed. The first has to do with how changes in the social and educational climate for testing can influence the conception of intellectual compentence and the technology of testing. The second theme concerns the ways that cognitive psychology, with its emphases on memory, problem-solving, and knowledge acquisition, has begun to provide a new framework for viewing differences in intellectual functioning. Finally, it is argued that study of the kinds of performances required for success in school suggests ways in which intelligence testing can be made more responsive to current social and educational needs. (Author)

ED 263 275 UD 024 551

*Darr, James; And Others*

# Getting 100 Percent Results from the Eight Percent Education Set-Aside Under the Job Training Partnership Act. A Policy Options Report.

**National Governors' Association, Washington, D.C.**
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Apr 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Programs; Education Work Relationship; *Federal Aid; *Job Training; *Program Implementation; *State Programs; *Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982

This report was designed to help State and local officials carry out their responsibilities under the Job Training Partnership Act (JTPA), Title 1, Section 123 (a) (1), with respect to the eight percent of funds which are set aside to foster cooperation between the JTPA system and educational institutions. The report presents options for States and localities and should be helpful in strategic planning and program design. The paper is divided into three parts. Part I is an introduction to the report and a summary of the context of the eight percent component in JTPA. It describes how recent developments in education are consistent with the eight percent options in JTPA. The special characteristics of the eight percent component of the JTPA statute are presented. There is also a discussion of the first year of eight percent implementation. Part II covers goals and strategies for the eight percent. The report discusses targeting decisions, initiatives to alter institutional relationships, efforts to expand the involvement of the private sector, and the importance of administrative decisions, such as multi-year strategies and methods of distributing the 80 and 20 percent subparts of the eight percent grant funds. Part III develops many of the preceding themes by suggesting guidelines and then specific program models. The models are organized around seven hypothetical goals: improving basic skills, improving student retention and completion, educating dropouts, stimulating competency-based instruction and meaningful credentials, linking economic development with education, meeting skill demands in the private sector, and linking services into a coherent sequence. (KH)

*Starrett, Richard A.; And Others*
The Information Processing Role of the Informal and Quasi-Formal Support Systems among the Hispanic Elderly: Implications for the Delivery of Formal Social Services.
PUB DATE- 83
NOTE- 19p.; Based on a Ph.D. Dissertation, University of Texas at Arlington. Data drawn from "A National Study to Assess the Service Needs of The Hispanic Elderly." See also RC 015 527-528.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Church Programs; Community Services; Family Role; *Hispanic Americans; Information Needs; *Middle Aged Adults; *Older Adults; Social Agencies; Social Networks; *Social Services; *Social Support Groups; Socioeconomic Influences; Welfare Services
IDENTIFIERS- Andersen Newman Model of Utilization; Causal Models; *Predictive Models; *Resource Utilization

The study examined relationships among factors influencing utilization of social services by Hispanic elderly, particularly factors categorized as: (1) informal, such as support groups of family, kin, neighbors, friends, and (2) quasi-formal, such as church groups. Thirty-seven variables and data selected from a 1979-80 15-state survey of 1,805 noninstitutionalized Hispanic individuals aged 55 and over were utilized. Data were categorized by the Andersen-Newman model of service use according to three factors: (1) predisposing (demographic, social structure, and beliefs); (2) enabling (living arrangements; family relationships, knowledge of social services, friendships, perceived neighborhood cohesiveness, age, urban/rural residency, church attendance, and family income); and (3) need for care (health status, functional ability, perceived need). Knowledge of formal social services was found to have the strongest direct effect on use of services. Informal and quasi-formal factors affected use of services by contributing to the development of awareness of service availability and information about use. Findings suggest a need for the formal social service system to integrate its programs into existing social organizations and support groups within the Hispanic community, to train staff to refer clients to appropriate community-based services such as church groups, and to use mass media which are bilingual and focus on the Hispanic community to disseminate information about social services. The study emphasizes the importance to policymakers and service providers of understanding the correlates and predictors of formal social service use by Hispanic elderly. (LFL)

ED 263 071 SP 026 698

*Hoffman, James V.*

Instruction: The Implications of Research on Teacher Response toward Reading Miscues. Report No. 9069.

**Texas Univ., Austin. Research and Development Center for Teacher Education.**

PUB DATE- 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Miscue Analysis; *Reading Research; *Teacher Response; Teaching Methods; *Theory Practice Relationship

This paper on the nature of instruction as it has been informed by instructional research is organized into two major sections. The background section describes the origin and evolution of the research that has been conducted into teacher response toward reading miscues, while the second section relates this research to other classroom research with the goal of participating in a working model for instruction. The major reading research studies can be categorized under three major headings: (1) investigations of teacher feedback as a decision making process tied to a teacher's conception or orientation to readings; (2) investigations exploring systematic differences in teacher feedback to miscue across different ability groups; and (3) investigations of qualitative relationships between teacher feedback and pupil miscue patterns. Academic work and social work perspectives toward this research are discussed. It is concluded that research must now move forward from the focus on what the teacher is doing, to research paradigms that are more considerate of and sensitive to the complexity of instruction. (CB)

**ED 263 087** SP 026 760

*Bloom, Darrell; Koenig, Pam*
Corporate and Higher Education Collaboration to Improve Teaching: A Case Study.
PUB DATE- Jul 85
NOTE- 18p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Financial Support; Higher Education; *Improvement Programs; Program Development; *School Business Relationship

This paper explores an innovative approach to funding school improvement programs. It looks at a series of programs initiated by the National College of Education in collaboration with several corporations and foundations in the Chicago metropolitan area. The evolution of the College's participation in these endeavors is reported as well as the strategies used to solicit corporate, institutional, and public school support. Collaborative endeavors are discussed from two perspectives. First, the institution of higher education is examined and it is noted that the involvement of key academic administrators, faculty, and development office personnel is crucial to the success of these projects. The second perspective examined is that of the corporation providing technical assistance and financial support. Important considerations that face corporations before becoming involved in collaborative projects with institutions of higher education are discussed. Case studies are presented of four different school improvement programs currently in operation. (JD)

ED 263 104 SP 026 843

*Barnes, Susan; Huling-Austin, Leslie*

Model Teacher Induction Project. Research Design for a Descriptive Study. R&D Report No. 7200.

**Texas Univ., Austin. Research and Development Center for Teacher Education.**

PUB DATE- Jul 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Teachers; *Needs Assessment; *Program Development; Program Effectiveness; *Research Design; Teacher Education; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *Model Teacher Induction Project

The Model Teacher Induction Project will: (1) identify needs of beginning teachers; (2) develop and implement a model teacher induction program designed to meet those needs; (3) assess the effects of the model program on new teachers in a school setting; (4) inform the teacher education community about the program; (5) study the subsequent adoption of the program in other settings; and (6) produce user-oriented staff development resources for those working with new teachers. Components have been anticipated and planned for: (1) classroom management; (2) interactions with parents; (3) organization of content and instruction; (4) teaching skills; (5) evaluation of pupils; (6) accommodating workplace norms; and (7) the change process. Data on the effectiveness of the components are gathered through interviews, observations, journals, conferences, and administration of the Stages of Concern Questionnaire. Analysis is primarily qualitative and focuses on identifying: (1) the needs of new teachers; (2) how new teachers are affected by the program; and (3) factors affecting adoption of the program in other settings. Appended to this description of the program are sample forms used in its implementation. (Author/JD)

ED 263 149 TM 850 627

District-Wide Comprehensive Needs Assessment Study. Summary of System Totals, Part I, 1984-85.

**Saginaw Public Schools, Mich. Dept. of Evaluation Services.**

PUB DATE- Jul 85

NOTE- 70p.; For related documents, see TM 850 612, TM 850 614, and TM 850 631.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; *Attitude Measures; Community Surveys; *Educational Needs; Educational Planning; Elementary Secondary Education; Item Analysis; *Needs Assessment; Parent Attitudes; Personnel Management; Program Attitudes; Public Opinion; Questionnaires; *School Attitudes; School Districts; *School Role; School Surveys; Student Attitudes; Student Needs; Teacher Attitudes

IDENTIFIERS- Priority Needs Index; *Saginaw City School System MI; *School Community Survey

System totals from the needs assessment study conducted for planning purposes by the Saginaw, Michigan, Public Schools in the spring of 1985 are summarized. The data are based on 2,100 questionnaire responses from parents, community members, students, administrators, and teachers. Results of the School-Community Survey and the Priority Needs Index (PNI) data are ranked, indicating the nineteen key functions or goals that people feel should be addressed. Data are presented for the elementary, secondary, and system levels. The following school functions emerge as the highest areas of need: personnel; labor relations; staff development; personal development of the student; teacher values and expectations; communications and public relations; auxiliary services and support staff; and school board. Greatest concern centers around ways to change labor relations, personnel, and staff development policies to maintain productive and well-trained school employees. All respondents are concerned with improvement of communication at all levels. (Extensive appendices include ranking data from each group of respondents, as well as responses to the 121 items in the School Community Survey.) (GDC)

ED 263 208 TM 850 703

*Sorensen, H. Barbara*
The Relationship of Semantic Inferencing to General Ability on a Sentence Integration Task.
PUB DATE- 83
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; Analysis of Variance; Correlation; Elementary Secondary Education; Epistemology; Higher Education; *Inferences; *Learning Processes; Measurement Techniques; Measures (Individuals); *Memory; *Semantics; Sentences
IDENTIFIERS- *Semantic Integration; *Semantic Memory

The purpose of this research was to examine the relationship between semantic memory or integration and general ability. The main hypotheses are as follows: (1) the ability to memorize meaningless materials will not correlate with general ability; (2) the ability to abstract meaning from semantically related propositions will correlate with general ability; and (3) correlations between recongition confidence and general ability will increase systematically as the amount of semantic inferencing in the test sentences increases. Two separate experiments were conducted. A task was designed that used both a rote, or literal, performance memory task and a semantic, or relational, performance memory task. Test sentences were varied along three dimensions. Experiment 1 showed that older, more able students integrated semantically related sentences better than younger, less able students. Experiment 2 results were consistent with those of Experiment 1: significant, moderate correlations between semantic memory and general ability were found. However, this relationship was not as strong as found in Experiment 1. Both experiment results supported previous research indicating that there is little relationship between literal recognition and general ability. However, the experimental manipulation in Experiment 2 failed to work as expected. (PN)

ED 263 222 UD 023 971

School Profiles 1980-1981. New York City Public Schools.
**New York City Board of Education, N.Y.**

PUB DATE- Dec 82
NOTE- 1,358p.; Tables in small print throughout. For related document, see UD 023 970.

LANGUAGE- English
EDRS Price - MF11/PC55 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Admission (School); Attendance Patterns; Class Size; Elementary Secondary Education; Enrollment; Ethnic Distribution; Expenditure per Student; Lunch Programs; Mathematics Achievement; *Public Schools; Reading Tests; *School Buildings; School District Spending; *School Statistics; Scores; Special Education; *Student Characteristics; Student Promotion; *Teachers; Teacher Student Ratio
IDENTIFIERS- *New York (New York)

This document presents a statistical overview of each of the elementary, intermediate, junior high, special education, and high schools in the New York City Public School System. The publication contains a wide variety of 1980-81 school year data describing the individual school plant, pupil characteristics and achievement levels, and staff positions and costs. In addition to presenting information on individual schools, it also provides summaries of data for the schools city wide, by borough, and by school district. The Office of Student Information Services generated the data on physical facilities, pupil enrollment, ethnic composition, class size, promotions, ESEA Title I status, free lunch eligibility, norm aid to families with dependent children, attendance, admissions and departures, and standardized achievement test scores in reading and mathematics. Data relating to graduates, average class size, and number of instructional periods in the high schools came from the Division of High Schools. Computer systems developed by the Office of Student Information Services generated data on school staff positions and costs. (Author/RDN)

ED 263 289 UD 024 567

Refugee Assistance Extension Act of 1985. Hearing before the Subcommittee on Immigration, Refugees, and International Law of the Committee on the Judiciary, House of Representatives, Ninety-Ninth Congress, First Session on H.R. 1452. Serial No. 13.

**Congress of the U.S., Washington, D.C. House Committee on the Judiciary.**

PUB DATE- 17 Apr 85

NOTE- 309p.; Many sections of this document contain small print and may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Federal Aid; *Federal Legislation; Federal Programs; Federal State Relationship; Government Role; Hearings; *Refugees; Relocation; *Social Services; *Voluntary Agencies; Welfare Recipients

IDENTIFIERS- Congress 99th; *Immigration and Nationality Act 1965; Refugee Act 1980; *Refugee Assistance

This is a transcript of a public hearing on H.R. 1452, a bill to amend and reauthorize the Refugee Act of 1980. Following the text of the bill, which was introduced in March 1985 by Congressman Romano L. Mazzoli, testimony is presented by a number of government officials as well as representatives of agencies that provide services to immigrants and refugees. Among the issues covered in the discussions and the prepared testimony are (1) the financial costs of refugee assistance programs to State and Federal government; (2) abuse of refugee assistance by individuals that should utilize regular immigration channels; (3) refugees and welfare dependency; (4) the roles of various levels of government and voluntary agencies in providing social, educational, and economic assistance to refugees; (5) financial and administrative concerns related to refugee assistance programs; and (6) various issues related to particular refugee groups (Cubans, Soviet Jews, Filipinos, Southeast Asians, and Eastern Europeans). As a rule, representatives of voluntary agencies expressed their concern regarding Federal cutbacks in the funding of refugee assistance programs. (GC)

ED 262 993 SE 046 207

*Akst, Geoffrey; Ryzewic, Susan Remmer*

Methods of Evaluating College Remedial Mathematics Programs: Results of a National Survey. Research Monograph Series Report No. 10.

SPONS. AGENCY- American Mathematical Association of Two-Year Colleges.; City Univ. of New York, N.Y. Office of Academic Affairs.

PUB DATE- May 85

NOTE- 117p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Mathematics; *Course Descriptions; Educational Research; Evaluation; Higher Education; *Mathematics Instruction; *Program Evaluation; *Remedial Instruction; *Surveys

IDENTIFIERS- *Mathematics Education Research

In April 1983, a questionnaire on the evaluation of remedial mathematics programs wax distributed to all mathematics chairpersons of American institutions of higher education. About 650 (25%) of the institutions responded, yielding information on more than 500 remedial programs and 250 evaluations. The survey dealt with four general areas of inquiry: (1) the responding institutions and their college-level mathematics requirements; (2) the remedial mathematics programs; (3) the most rigorous evaluations of these programs conducted to date; and (4) reactions to these evaluations. Twenty-four major results are listed in the summary. Less than half of the responding colleges require all students to take a cursee in college-level mathematics, although most require either a course or meeting a distribution requirement that includes mathematics. Remedial mathematics programs are offered by 86%. Most of the other results concern the content of the programs and their evaluations. Recommendations are included, and tables summarize the data. (MNS)

ED 263 008 SE 046 224

*Tucker, Evelyn*

Land Use Planning Workbook.

**Alaska Univ., Fairbanks. Alaska Native Human Resources Development Program.**
PUB DATE- Jun 84
NOTE- 43p.
AVAILABLE FROM- ANHRDP/CES Information Office, Bunnell Building, Univ. of Alaska, Fairbanks, AK 99701 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Planning; *Environmental Education; Higher Education; *Land Use; *Physical Environment; Resources; *Rural Development; Rural Environment; *Use Studies; Workshops
IDENTIFIERS- *Alaska

This document presents a rationale and procedures for a series of workshops on land use planning. It was developed initially as a response to the need for information and materials for land use planning in rural Alaska. A four cycle planning model is provided and a suggested format is offered for an individual workshop session. Each session contains background information, exercises of application possibilities, and a list of discussion questions. The session topics include: (1) goals (discussing what goals are, what they should do, and how to write them); (2) objectives; (3) information (explaining what data are needed); (4) alternatives (identifying what they are, how to develop, and how to evaluate them); (5) plans (proposing selection and implementation possibilities); and (6) review and revise (discussing ongoing and periodic evaluation strategies). (ML)

ED 263 054 SP 026 645

*Hange, Jane E.*
Proceedings Report: Forum on Teacher Education. Reflections on Current Issues (Virginia Beach, VA, June 13-14, 1985).
**Appalachia Educational Lab., Charleston, W. Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 98p.
CONTRACT- 400-83-0001, P-5
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Teacher Attitudes; *Teacher Educators; Teacher Orientation

This forum brought together 107 educators from colleges of education, local education agencies, state education agencies, and teacher education associations from 14 states. Included in the report of the forum proceedings are the keynote addresses, panel session summaries, and 90 recommendations for policy, practice, and research in preservice and inservice teacher education. Robert L. Saunders made a presentation on "The Preservice Education of Teachers," while David A. Bennett discussed "Improving Inservice and Staff Development." Robert F. Chase spoke about "Induction Programs for Teachers." "Conference Synthesis and Reactions" are given by Dean C. Corrigan, and instruments for evaluating the conference, and a participant list, are included. (CB)

APS Ranks High on College Entrance Exams.

**Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.**

PUB DATE- 84
NOTE- 15p.; This paper received the 1985 American Educational Research Association Division H Award for Best Report of Testing Results. This document was originally published in tabloid size, and has been cut apart for filming.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *College Bound Students; *College Entrance Examinations; Comparative Analysis; Scores; Secondary Education; Test Interpretation; *Test Results; Test Use
IDENTIFIERS- Albuquerque Public Schools NM; *American College Testing Program; *Scholastic Aptitude Test

This document discusses the scores of Albuquerque (New Mexico) Public Schools (APS) students on the American College Test (ACT) and the Scholastic Aptitude Test (SAT) during the 1982-83 school year. Graphs, a map, and a question and answer format are used to report the information. Comparisons of average ACT scores and average SAT scores are drawn for three categories: (1) students across the nation; (2) in the state of New Mexico; and (3) students enrolled in APS. Two charts indicate the mean SAT and ACT scores in rank order for large school districts across the nation, showing Albuquerque's relative placement. APS students achieved scores consistently higher than the national and state averages. The factors which most significantly contributed to the success of APS students on the college entrance examinations are discussed. (DWH)

ED 263 134 TM 850 604

*Greeno, James G.; Johnson, Walter*
Competence for Solving and Understanding Problems. 1985/17.
**Pittsburgh Univ., Pa. Learning Research and Development Center.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; Cognitive Processes; *Cognitive Structures; Elementary Secondary Education; Instruction; *Learning Strategies; *Models; *Problem Solving; *Process Education
IDENTIFIERS- Conceptual Analysis; *Conceptual Models; *Process Analysis; Word Problems (Mathematics)

The relation of knowledge for solving problems to understanding of general principles in a subject-matter domain is discussed. Theoretical representations, called "conceptual competence," are presented to represent principles that are believed to be understood implicitly by individuals. Implications for problem-solving procedures can be derived from these principles. In a task for which process models have been developed, the process models are related to the formulation of general principles that are reflected in the process. (Author/PN)

ED 263 164                                          TM 850 649

*Kingston, Neal M.*

The Incremental Validity of the GRE Analytical Measure for Predicting Graduate First-Year Grade-Point Average.

PUB DATE- 2 Apr 85

NOTE- 19p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Aptitude Tests; Bayesian Statistics; College Entrance Examinations; *Grade Point Average; Graduate Study; Higher Education; *Predictive Measurement; *Predictive Validity; *Test Validity

IDENTIFIERS- Analytical Methods; *Analytical Scoring; *Graduate Record Examinations; Incremental Validity

The incremental validity of the analytical measure of the revised Graduate Record Examination (GRE) General Test, for predicting first-year graduate grade-point average (GPA), was assessed using data submitted to the GRE Validity Study Service between March 1983 and November 1984. All selected students had data for the three General Test measures (verbal, quantitative and analytical), undergraduate GPA, and first-year graduate GPA. The total sample consisted of 2,146 students in 158 departments. Regression coefficients were estimated for each of the departments using an empirical Bayes solution by shrinking to a hyperplane. Correlations were estimated for the 125 departments that had five or more students and were estimated separately for the empirical Bayes regression coefficients. Based on this study, there is little evidence that the analytical measure has any practically significant incremental validity for predicting graduate GPA over the verbal and quantitative measures of the GRE General Test, with the possible exception of Engineering and Physical-Mathematical Sciences departments. (PN)

ED 263 236 UD 024 500

*Downing, Bruce T., Ed.; Olney, Douglas P., Ed.*

The Hmong in the West. Observations and Reports. Papers of the Hmong Research Conference (Minneapolis, Minnesota, October 2-3, 1981).

**Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.**

PUB DATE- Apr 85

NOTE- 412p.

AVAILABLE FROM- Center for Urban and Regional Affairs, University of Minnesota, 1927 5th Street South, Minnesota, MN 55454 ($8.25 including postage).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- *Acculturation; Communication (Thought Transfer); *Cultural Traits; Language Usage; Politics; *Refugees; Second Language Learning; Work Attitudes

IDENTIFIERS- *Hmong; *Hmong People; Laos; Vietnam War

This book is a compilation of the papers presented at a conference on Hmong Research held at the University of Minnesota. The Hmong are a tribal people of Laos who have come to the United States as a result of Communist victories in their country. All of the papers related to the Hmong as they are seen in the West and the problems they face as refugee population. The report is divided into five sections: (1) An introduction discussing the history of the Hmong people and their reasons for leaving Laos. (2) Considerations of Hmong culture and culture change, including articles on marriage customs, birth customs, religious changes since their arrival in the U.S., information on myths, legends and folktales, and Hmong migration and leadership in Laos and in the U.S. (3) A discussion of their language and forms of communication, including disguised, poetic, and musical. (4) Discussion of language learning issues including articles on Hmong literacy and education, an error analysis of English compositions by Hmong college students, comparisons of language policies and programs for refugees, and the Hmong community's acquisition of English. (5) Articles on the Hmong's problems and prospects in the U.S., including consideration of specific settlements, sudden adult death in the Asian population, and the Hmong in the workplace. (CG)

ED 263 262 UD 024 534

Black Women in a High Tech World. A New Frontier.

**NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.**

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
NOTE- 5p.
AVAILABLE FROM- PEER, 1413 K Street, NW, 9th Floor, Washington, DC 20005 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Blacks; *Career Development; Economic Opportunities; Education Work Relationship; *Employment Opportunities; *Females; High Schools; Labor Market; *Mathematics Education; Student Needs; Technological Advancement

The work environment of the 1980s is changing rapidly as a result of technological advancement. These developments are eliminating many jobs once held by Black women, and creating new jobs for which many Black women are unprepared. Although Black women are making some inroads into the technical labor market (the percentage of Black women among all female computer specialists increased from 6.5 percent in 1972 to 9.3 percent in 1980), they are still underrepresented among engineers, technicians, and economists. For Black women, lack of mathematics training can be seen as a barricade which prevents access to the new technological jobs. Others issues related to the educational preparation of Black women for the new job market are: (1) the need to provide career counseling to help students understand how much math preparation they need for college and what is available in the job market; (2) the low math and science requirements of the local school systems; (3) the shortage of qualified math teachers; and (4) low high school completion rates, particularly for Black women. To overcome these problems and ensure Black women an active leadership role in the future world, an organized, concerted effort is required. (KH)

ED 262 963 SE 046 053

*Novak, Joseph D.; Gowin, D. Bob*
Learning How to Learn.
REPORT NO.- ISBN-0-521-31926-9
PUB DATE- 85
NOTE- 213p.
AVAILABLE FROM- Cambridge University Press, 32 East 57th St., New York, NY 10022 ($7.96).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Concept Formation; *Concept Teaching; Curriculum Development; Educational Research; Elementary Secondary Education; Evaluation Methods; Higher Education; Interviews; *Learning Strategies; Research Tools; *Science Education; *Science Instruction
IDENTIFIERS- *Concept Mapping; *Vee Diagramming

This eight-chapter book clearly presents a theory of how children learn and, therefore, how teachers and others can help children think about science as well as other topics. Its ideas and techniques may be adopted for preschoolers when objects are conceptually ordered, or for theoretical physicists when findings are conceptually organized. In addition, the book provides evidence that these propositions work, that children can learn how to learn. The eight chapters focus on: (1) the nature of learning about learning; (2) concept mapping for meaningful learning; (3) the Vee heuristic for understanding knowledge and knowledge production; (4) strategies for instructional planning; (5) strategies for using concept mapping and Vee diagramming for planning a total curriculum program as well as specific instructional strategies; (6) the use of the Vee for evaluation; (7) the interview as an evaluation tool; and (8) improving educational research. Appendices include sample concept maps, sample Vee diagrams, and sample forms for using a child in a research project and for application for research privileges. (JN)

ED 263 038 SO 016 868

Secondary Music Education: Band--Orchestra--Choir, Curriculum Guide. Bulletin 1587.

**Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.**

PUB DATE- 81
NOTE- 122p.; For related document, see SO 016 867.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bands (Music); Curriculum; *Curriculum Development; Educational Objectives; Educational Quality; Facilities; Guidelines; Instructional Materials; *Music Education; *Orchestras; Outcomes of Education; Relevance (Education); Resource Materials; School Schedules; Secondary Education; *Singing; Standards; Student Evaluation; Values

Guidelines to help secondary music teachers develop band, choir, and orchestra programs are provided. The guide first presents a rationale for and lists the outcomes of music education. Discussed are the quality of musical experiences, the values and relevance of music education, and evaluation of progress in music. A bibliography of additional resources is provided. Three major sections, which comprise the bulk of the guide, deal with band, choir, and orchestra. The kind of information provided for each of these sections includes (1) guidelines for support, including standards for curriculum, scheduling, staff, physical facilities, and materials and equipment; (2) performance objectives for the beginning, intermediate, and advanced levels; and (3) a bibliography. (RM)

ED 263 179 TM 850 669

*Brown, Kirk; Melnick, Daniel*
Planning for the 1990 Census.
**Library of Congress, Washington, D.C. Congressional Research Service.**
PUB DATE- 30 Jan 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Automation; *Census Figures; Federal Government; *Federal Programs; Legislation; *Program Design; *Program Implementation; Sampling

This memorandum responds to a request from the House Subcommittee on Census and Population for information concering the planning for the 1990 Census. It identifies eleven major issues concerning the implementation of the 1990 Census: (1) determination of who shall be counted; (2) provision of data for apportionment and redistricting; (3) questionnaire content; (4) use of the Postal Service; (5) use of a two-stage census; (6) use of sampling; (7) use of administrative lists; (8) automation-data processing, computer-assisted telephone interviewing, geographical mapping and procurement; (9) data processing; (10) local review; and (11) use of adjustment procedures. Provided for each issue covered is a brief description of the possible options for the 1990 Census, the dates when the Census Bureau recommends decisions should be made, and an analysis of alternative legislative proposals. The information on the proposed schedule for decisions about the procedures to be used for the 1990 Census was obtained from the Census Bureau. The specified dates are the Bureau's estimates as to when decisions should be made if the Census is to proceed efficiently. (PN)

ED 263 194 TM 850 685

*Elias, Barbara P.*
Programming and Problem Solving.
PUB DATE- 8 Feb 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; *Computer Assisted Instruction; Decision Making; Elementary Education; Grade 5; *Heuristics; Learning Processes; *Learning Strategies; *Problem Solving
IDENTIFIERS- *Apple IIe; LOGO Programing Language

A study was conducted to examine computer programming as a problem solving activity. Thirteen fifth grade children were selected by their teacher from an above average class to use Apple IIe microcomputers. The investigator conducted sessions of 40-50 minutes with the children in groups of two or three. Four problems, incorporating the programming content from the Logo unit as well as an element of incompleteness, were typed on individual index cards and explained to the children. As the children solved the problems, they wrote down each command used. A tape-recorded interview with each child followed the problem session. Most strategies followed a trial and error pattern. All children solved the first two problems, ten solved three, and one solved all four. Results indicate that Logo learning, at the introductory level, has the potential for use in problem solving tasks. (Author/LMO)

ED 263 249 UD 024 515

*Dougherty, John Chrysostom, IV*
Report on Changes under Chapter 1 of the Education Consolidation and Improvement Act. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. United States House of Representatives, 99th Congress, 1st Session. Serial No. 99-B.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- Sep 85
NOTE- 227p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Federal State Relationship; Parent Participation; *Program Administration; *State Departments of Education; State School District Relationship
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This Congressional report focuses on how States are implementing the largest of the Federal elementary and secondary grant programs, Chapter 1 of the Education Consolidation and Improvement Act (ECIA). Much of the information provided in the report, which consists of eight chapters, was derived from interviews with State Chapter 1 directors. Chapter 1 gives a brief history of TItle I and of some of the events that led to the passage of ECIA. Chapter 2 describes changes that have occurred under ECIA in the division of responsibility between the Department of Education and the States. Chapter 3 examines how school districts select schools and children to serve under the program. Chapter 4 looks at States' enforcement of the provisions in Chapter 1 that ensure that Federal funds are spent on the children for whom they are intended. Chapter 5 provides a brief examination of States' and school districts' evaluation practices. Chapter 6 focuses on State monitoring of Chapter 1 projects and State technical assistance to districts to improve program quality. Chapter 7 examines the decline in parent involvement that has occurred in many States and discusses practical ways of increasing that involvement. The end of each of these chapters presents a summary of recommendations. Finally, Chapter 8 discusses conclusions and presents recommendations. It argues against proposals to freeze Chapter 1; calls for increased Federal guidance; recommends funding efforts to improve program quality; and proposes strengthening Chapter 1's parent involvement provisions. Two appendices present the study questionnaire for State Chapter 1 directors and a list of interviews with the directors. (KH)

ED 262 979 SE 046 192

*Payne, Harry E., Jr.*
The Effects of Three Instructional Techniques on the Problem-Solving Ability of General Education Mathematics Students at the Junior College Level.
PUB DATE- 83
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Treatment Interaction; *College Mathematics; Educational Research; Flow Charts; Higher Education; *Mathematics Instruction; *Problem Solving; *Research Reports; Student Characteristics; *Teaching Methods
IDENTIFIERS- General Education Mathematics; *Mathematics Education Research

The study was designed to investigate: (1) the relative effectiveness of three techniques for teaching verbal problem solving to general education mathematics students in a junior college; and (2) the relationships between various student variables and problem-solving ability after treatment. Three classes (N=72) at Florida College were randomly assigned to treatment: flow charting (as employed in programming problems for a computer), heuristic (a method built around Polya's approach), or structure questioning (an approach designed by Phillips and Soriano). Pretests were given at the beginning of spring semester, followed immediately by the treatment for ten class periods. Posttests were given during the next two periods, with retention tests 11 weeks later. Significant increases were found from pre- to posttest for all three groups on typical problems. There were no significant differences between groups on posttests and retention tests. Three significant aptitude-treatment interaction effects were found, favoring the heuristic treatment for low achievers. No significant differences between groups were found from pre- to posttest on the novel problems; however, scores between groups were significantly different on the pretests. It was concluded that any of the three techniques might be used to aid junior college students' problem-solving ability. (MNS)

ED 263 024 SE 046 251

*Hay, J. E.; And Others*

To Market a Drug.

**Royal Society of Chemistry (Scotland). Education Div.**

SPONS. AGENCY- Royal Society of Chemistry (Scotland). Education Appeal Fund.; Scottish Curriculum Development Service (Scotland). Education for the Industrial Society Group.
PUB DATE- 84
NOTE- 54p.; One of a series entitled "Interactive Teaching Material for Schools and Colleges: Chemistry Packages for Sixth Formers." For the other documents in the series, see SE 046 246-250.
AVAILABLE FROM- Scottish Council for Educational Technology, Victoria Crescent Road, Dowanhill, Glasgow G12 9JN, Scotland (1 pound plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemical Industry; *Chemistry; Decision Making; *Pharmacology; *Science Activities; Science Curriculum; Science Education; Science History; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods; Units of Study
IDENTIFIERS- *Scotland

This unit is one of a group of units written to fit the Certificate of Sixth Year Studies (CSYS) chemistry course, but it could be used in most Sixth Form courses. It includes: (1) teacher notes on contents, methods, and preparation; (2) two sets of data booklets and decision sheets for two new drugs (one data booklet based on 1960 information and the other on 1980 information); (3) drug identity and background booklets for all students; and (4) a packet of seven reprints of relevant documents. Teachers distribute the two data booklets (chemical information, side effects, and points for discussion) to separate groups without any reference to dates of information; later, the teacher discloses the 20 year gap in the two sets of data. The teacher's role in promoting class discussion is of great importance, and the activity is designed to give students a clear understanding of the fact that decisions of the chemical industry are multidisciplinary. (DH)

ED 263 055 SP 026 646

Standards and Procedures for Approval of Teacher Preparation Programs.

**Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.**

PUB DATE- 84

NOTE- 39p.; Based on recommendations from the Committee on the Revision of Procedures and Standards for Connecticut Teacher Preparation Programs.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Evaluation Criteria; Higher Education; *Preservice Teacher Education; *Program Validation; *State Standards; *Teacher Education Programs

IDENTIFIERS- *Connecticut

Standards and procedures for approval of teacher preparation programs in Connecticut are presented. The standards are based on recommendations made by the Committee on the Revision of Procedures and Standards for Connecticut Teacher Preparation Programs. Existing criteria for approving teacher preparation programs were reviewed and revised by the committee, which also assessed broad issues in the training of teachers. Major changes involving administration, faculty, students, curriculum, facilities and resources, and evaluation are summarized. Compliance dates are listed next to the new or revised standards and procedures. An appendix presents objectives and teacher competencies on which the new standards and procedures were established. Committee members are listed. (CB)

ED 263 072 SP 026 699

*Hoffman, James V.; Defino, Maria E.*
State and School District Intentions and the Implementation of New Teacher Programs. Report No. 9070.
**Texas Univ., Austin. Research and Development Center for Teacher Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *Inservice Teacher Education; *Staff Development; *State School District Relationship; Teacher Improvement; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

A detailed description is presented of four beginning teacher induction programs with focus on the areas of program intentions, critical program features, and implementation proceses. The four districts from which each program came are described but not identified. Checklists for the responsibilities of beginning teachers, teacher consultants, building principals, teacher educators, and other appointed participants are presented for each of the programs. The four programs were implemented with high adherence to the state mandates for beginning teacher programs. Directors and other district level administrators were positive and knowledgable about the programs, as were most educators involved in tHe programs. There were concerns about the ability of the programs to "screen" the incoming teachers. The authors conclude that the intent of reforms directed at first year teachers needs to be further examined to ensure that program goals are being met. (CB)

ED 263 088 SP 026 761

*DeStefano, Johanna S.; And Others*
American Business Language Education via Telecommunications.
PUB DATE- Jul 85
NOTE- 23p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business English; *Distance Education; English (Second Language); English for Special Purposes; *School Business Relationship; Technical Writing; *Telecourses
IDENTIFIERS- *American Business Language Education

American Business Language Education (ABLE) is the product of cooperation between universities and companies in the private sector. It is not designed primarily for use in educational institutions but for use on-site in businesses and industries, and makes use of state-of-the-art telecommunications technology to accomplish distance teaching. The on-site lanuage approach pioneered by ABLE is based on research into and experience with teaching English for Special Purposes (ESP) around the world in educational and business settings. The teletraining delivery mode has demonstrated its effectiveness in business settings. The program is based on the premise that communications must be complete to be effective, and both parties should be aware of the areas where incompleteness can occur. The program brings together the insights of anthropologists, linguists, English as a second language writers, and business people. A sample lesson is presented which was prepared for an American manufacturer with a factory in a developing nation. (JD)

ED 263 105 SP 026 844

*Galvez-Hjornevik, Cleta*

Teacher Mentors: A Review of the Literature.

**Texas Univ., Austin. Research and Development Center for Teacher Education.**

PUB DATE- Apr 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Teachers; Helping Relationship; *Master Teachers; *Mentors; *Professional Development; Role Models; Teacher Characteristics; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

Many local education agencies as well as school districts are currently designing induction programs for beginning teachers. One feature of these programs is the appointment of a mentor or sponsor teacher. This review is designed to summarize existing literature from the teaching profession on the mentoring relationship in order to assist educators in enhancing induction programs. This paper focuses on two major areas: (1) the need for assistance for the beginning teacher, and (2) mentoring among elementary and secondary teachers (an examination of mentoring in schools and existing induction programs). The appendices contain: (1) capsule descriptions of eleven selected beginning teacher programs; (2) criteria for selection of mentors or master teachers; (3) role and functions of master/mentor or master teachers; (4) a profile of a mentor; and (5) control and governance in the implementation of induction programs. (JD)

**ED 263 119** TM 850 504

*Eignor, Daniel R.*
An Investigation of the Feasibility and Practical Outcomes of Pre-Equating the SAT Verbal and Mathematical Sections.
**Educational Testing Service, Princeton, N.J.**
REPORT NO.- ETS-RR-85-10
PUB DATE- Mar 85
NOTE- 124p.; Part of this paper was presented at the Annual Conference of the American Educational Research Association (Montreal, Canada April 11-14, 1983).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Entrance Examinations; *Equated Scores; Estimation (Mathematics); Feasibility Studies; Higher Education; Item Analysis; *Latent Trait Theory; Mathematical Models; Mathematics Tests; Pretesting; Raw Scores; *Scores; Secondary Education; Test Format; Test Items; True Scores; Verbal Tests
IDENTIFIERS- Pre Equating (Tests); *Scholastic Aptitude Test; Test Security

The feasibility of pre-equating, or establishing conversions from raw to scaled scores through the use of pretest data before operationally administering a test, was investigated for the Scholastic Aptitude Test (SAT). Item-response theory based equating methods were used to estimate item parameters on SAT pretest data, instead of using final form SAT test results which were derived from multiple pretests. The verbal and mathematical sections of two SAT forms were calibrated from pretest data, pre-equated to existing SAT forms, and the pre-equating results were compared to final form item response theory equating and conventional linear equating methods. The results indicated that pre-equating of the two verbal test forms varied considerably. The equating for one form was found to be reasonably acceptable, while for the other it was marginally acceptable or unacceptable. This was explained by the location of reading passages and reading comprehension items at the end of the tests. The equating results were fairly similar for both forms of the mathematical test. They were considered only marginally acceptable, or perhaps unacceptable. Contributing reasons for this were not clear. Item difficulty was not consistent between pretests and the final test form. (GDC)

ED 263 135 TM 850 605

*Resnick, Lauren B.*
Comprehending and Learning: Implications for a Cognitive Theory of Instruction. 1985/16. Reprint .
**Pittsburgh Univ., Pa. Learning Research and Development Center.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 16p.; In: H. Mendl, Ed., N.L. Stein, Ed., and T. Trabasso, Ed. Learning and Comprehension of Text. New Jersey, Erlbaum, 1984. p431-443. For related document, see TM 850 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Comprehension; *Educational Theories; Elementary Secondary Education; *Epistemology; *Instruction; Instructional Improvement; Knowledge Level; *Language Processing; *Learning; Task Analysis
IDENTIFIERS- *Cognitive Psychology; *Cognitive Research

This essay, the concluding section of a larger study, examines the present state of cognitive science and instructional theory as reflected in the study's earlier chapters. Cognitive analyses of tasks are reported in the broad domain of language comprehension and production (e.g., understanding, composing, and answering questions about texts). The following are examined as statements of a theory of expertise in language processing: (1) processes in diverse tasks; (2) the role of prior knowledge; and (3) the role of strategies. From this examination, goals and objectives of instruction in the domain of text processing are described. Learning as coherence building, learning as schema instantiation and schema construction, and acquiring processing skill are discussed as contributing to a theory of cognitive acquisition. The effects of instructional interventions in reading and writing are explored. The foregoing provides the basis for examining the implications of emerging theories of expertise and acquisition for instructional prescriptions. (PN)

ED 263 150 TM 850 631

District-Wide Comprehensive Needs Assessment Study. Summary of System Totals, Part II, 1984-85.
**Saginaw Public Schools, Mich. Dept. of Evaluation Services.**
PUB DATE- Jul 85
NOTE- 32p.; For related documents, see TM 850 612, TM 850 614, and TM 850 627.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Attitude Measures; Community Surveys; *Educational Needs; Educational Planning; Elementary Secondary Education; Item Analysis; *Needs Assessment; Parent Attitudes; Personnel Management; Program Attitudes; Public Opinion; Questionnaires; *School Attitudes; School Districts; *School Role; School Surveys; Student Attitudes; Student Needs; Teacher Attitudes
IDENTIFIERS- Priority Needs Index; *Saginaw City School System MI; *School Community Survey

System totals of the attitude data regarding issues affecting education from the needs assessment study conducted by the Saginaw, Michigan Public Schools in the Spring of 1985 are summarized. The data are based on 2,100 questionnaire responses from parents, community members, students, administrators, and teachers. Results of the School-Community Survey are presented in detail for the twenty-one items which cover current educational issues. Topics include teacher accountability, school board representation, school district's spending, back-to-the-basics, truancy, public relations, extended day care, and parenting education programs. Data are presented for the elementary, secondary, and system levels. Results are examined in three ways: (1) issues on which there was agreement; (2) issues on which there were differences; and (3) patterns of responses between and within groups. On twelve of the issues, there is consensus supporting the superintendent of schools, back-to-the basics, action about truancy, extracurricular activities, vocational education, job placement and training programs, and professional development centers for teachers and administrators. Other findings are that school quality has improved; one-third of respondents have attended a board meeting; and parents are not doing well at raising children to be self-disciplined and responsible. (GDC)

ED 263 209 TM 850 704

*Moore, Michael T.*
The Relationship between the Originality of Essays and Variables in the Problem-Discovery Process: A Study of Creative and Noncreative Middle School Students.
PUB DATE- 85
NOTE- 9p.; Paper presented at the Annual Meeting of Eastern Educational Research Association (8th, Virginia Beach, VA, February 7-9, 1985). For a related document, see ED 258 186.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Creative Writing; Discovery Processes; Essay Tests; Junior High Schools; *Problem Solving; Productive Thinking; Writing (Composition); Writing Evaluation; Writing Processes; *Writing Research

Based on a study dealing with problem-finding behavior of artists as the first step in the creative process (Getzels and Czikszentmihalyi), this study on the empirical nature of problem-finding included middle school students from a suburban-rural area in Western Pennsylvania. Eight students identified through three measures as creative were matched with eight low creative students using sex, grade, and IQ. Each student wrote one composition in a lab situation. The task was to produce a piece of writing incorporating any or all of 15 displayed objects. The results from three measures at the problem-solution stage and two panels of five judges rating the written product indicate that individuals who had the most original products were both consistently higher on the process variables at both the problem-formulation and problem-solution stages. Two conclusions from the data are suggested: (1) writers and artists who exhibit a concern for problem-discovery at the problem-formulation stage will have the most originally rated products; and (2) during composing, writing or drawing, writers and artists share similarities in problem-discovery cognitive strategies even though the medium differs. (PN)

ED 263 223 UD 024 064

Evaluation of the Teenage Pregnancy and Parenting (TAPP) Project, October 1, 1982-September 30, 1983.

**California Univ., San Francisco. Inst. for Health Policy Studies.; San Francisco Family Service Agency, CA.**

SPONS. AGENCY- Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- 84
NOTE- 119p.; For 1983-84 report and evaluation, see UD 024 275.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Prevention; *Early Parenthood; Family Involvement; Family Life Education; *Family Planning, *Health Services; *Participant Characteristics; *Participant Satisfaction; *Pregnant Students; Program Descriptions; Program Evaluation; Secondary Education; Unwed Mothers
IDENTIFIERS- California (San Francisco); *Teenage Pregnancy and Parenting Project CA

This report describes and evaluates the second year (1982-83) of the Teenage Pregnancy and Parenting Project (TAPP) of San Francisco. The goals of this project, described in an introductory summary, are to improve maternal and child health, increase school enrollment for pregnant teenagers, increase the involvement of young fathers with their infants, reduce the rate of subsequent unwanted births, and increase the involvement of families. The evaluation findings are divided into three sections: an analysis of client data, a survey of a random sample of TAPP clients, and a survey of providers who referred clients to TAPP. General program success is described in each of these areas. It is reported that the average weight of babies born to TAPP mothers was above the average for San Francisco newborns, that the repeat birth rate for TAPP clients was very low, and that school dropout rates were much lower than the national dropout rate for teen mothers. Moreover, according to the statistics presented, the majority of clients and providers felt their expectations of the program had been fulfilled. (Thirty-seven statistical tables are provided in this report.) (KH)

ED 263 276 UD 024 552

The Five-Year Dilemma.
**National Governors' Association, Washington, D.C.**
PUB DATE- Jul 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Career Exploration; Dropout Prevention; *Education Work Relationship; Employment Opportunities; Job Training; Public Policy; Secondary Education; *State Action; *State Programs; Unemployment; *Youth Employment; *Youth Programs

This booklet on youth employment explores what States can do and are doing to expand employment opportunities and prepare youth for work. The solutions presented cut across the traditional lines separating education policy from employment and training policy. Coordinated action needed in both areas are identified, and an overview of problems, programs, and research is presented. First, States are challenged to respond to the high rates of youth employment by developing strategies which: create flexible learning opportunities; inform youth about career options; broaden services to support career exploration and job search by youth; expand the number and range of employment opportunities; and mobilize a wide spectrum of services by earmarking State resources for youth. Next, statistics are provided on youth and their status in the labor market, and various State program models that have already been implemented are described. The remainder of the report focuses on how States can tackle the problems of coordinating services for youth from different agencies and different funding streams. (KH)

ED 263 290 UD 024 568

Poverty and Hunger in America. Hearing before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means, House of Representatives, Ninety-Ninth Congress, First Session. Serial No. 99-4.

**Congress of the U.S., Washington, D.C. House Committee on Ways and Means.**

PUB DATE- 30 Apr 85

NOTE- 45p.; For a related document, see UD 024 569.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Birth Weight; *Eligibility; Hearings; *Hunger; Infant Mortality; *Nutrition; *Poverty; Public Policy; Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children; Congress 99th; *Food Stamp Program

This is a transcript of a hearing held to examine the extent and causes of hunger in the United States. Witnesses presenting testimony included a Boston pediatrician, two representatives from the Physician Task Force on Hunger in America, the Chairman of the House Select Committee on Hunger, and a professor at the Johns Hopkins School of Hygiene and Public Health. The testimony focused on the inadequacy of current programs for addressing the magnitude of hunger in the country. Anecdotal accounts, statistical data, and other research findings were offered to support calls for additional funding in public assistance programs that provide nutritional support. Finally, a Heritage Foundation representative argued that hunger is not as prevalent as the witnesses had claimed. (GC)

ED 262 949 RC 015 527

*Mindel, Charles H.; And Others*
The Use of Social Services by Hispanic Elderly: A Comparison of Mexican American, Puerto Rican and Cuban Elderly.
PUB DATE- Nov 84
NOTE- 23p.; Paper presented at the Annual Scientific Meeting of the Gerontology Society of America (37th, San Antonio, TX, November 1984). Data drawn from "A National Study to Assess the Service Needs of the Hispanic Elderly." See also RC 015 526-528.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Services; Comparative Analysis; *Cubans; Cultural Differences; Health Needs; Hispanic Americans; Information Needs; *Mexican Americans; Middle Aged Adults; *Older Adults; *Puerto Ricans; Social Agencies; Social Differences; *Social Services; Social Support Groups; Use Studies; Welfare Services
IDENTIFIERS- Andersen Newman Model of Utilization; Causal Models; Predictive Models; *Resource Utilization

The study found distinctly different interrelationships among factors affecting social service use by Mexican American, Puerto Rican, and Cuban elderly. Twenty-nine variables and data selected from a 1979-80 15-state survey of 1,805 noninstitutionalized Hispanic individuals aged 55 and over were categorized by the Andersen-Newman model of service use and analyzed to construct theoretical models for social service planning. Researchers found that differing cultural background, social history, and social situation affected use of social services by Hispanic elderly. Number and kind of predictors of social service use differed among the groups. Predictors of service use by Puerto Rican elderly in order of importance were need for service, knowledge about services, fequency of visiting with friends, income, difficulty with language, number of children and daily living abilities. Predictors for Cuban elderly were need for service, knowledge about services, income, daily living abilities, age, citizenship status, age density, and self-rated health status. Predictors for Mexican American elderly were need for service, knowledge about services, income, and 14 other factors including involvement in social networks of friends and church activities and higher levels of education and language ability. Appended tables and figures illustrate predictive models for each group. (LFL)

ED 262 994 SE 046 208

*Bailes, Edith G.; Lipovsky, Louis J.*

But Will It Bite Me? A Reference Book of Insects for Children--and Their Grownups.

REPORT NO.- ISBN-0-9611118-1-X
PUB DATE- Nov 85
NOTE- 113p.
AVAILABLE FROM- Cardamom Press, P.O. Box 99, Richmond, ME 04357 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Animals; *Biology; Ecology; Elementary Education; *Elementary School Science; *Entomology; Science Education

This publication serves as a guide on insects for elementary school age children. The information is geared to answer the most commonly asked questions by children about insects (such as whether a given insect bites). Facts are also presented on how and where insects live, what they eat, and what eats them. The introductory chapter explains the growth and life cycle patterns of insects. Specific descriptions are given in the remaining chapters for: dragonflies; grasshoppers; praying mantises; spittlebugs; fireflies; ladybugs; mosquitoes; flies; blackflies; fleas; ants; bumblebees; and honeybees. (ML)

ED 263 009 SE 046 225

*Howe, Kevin M.*
Waterworks Book. An Activity Book about Mississippi's Coastal Resources for Primary Grades.
**Mississippi State Dept. of Wildlife Conservation, Long Beach. Bureau of Marine Resources.**

PUB DATE- 84
NOTE- 37p.; This publication was funded in part through a federal grant from the Office of Ocean and Coastal Resource Management.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Animals; *Ecology; *Elementary School Science; Environmental Education; Estuaries; Marine Biology; *Natural Resources; Physical Environment; Primary Education; *Science Activities; Science Education; *Water Resources
IDENTIFIERS- Coastal Zones; *Marshes; *Mississippi

Coastal resources are highlighted in this activity book for primary school children. Special focus is given to Mississippi's coastal areas, but applications to other geographic areas can be made. Wetland concepts and conditions are developed through a variety of games, puzzles, matching exercises and pictorial explanations. Activities addressing the following topics are included: barrier islands; plankton; tidal marshes; food chains; vertebrate and invertebrate species; fishes; birds; and coastal resources. Also included is an answer sheet for all the activities and exercises. (ML)

ED 263 039 SO 016 875

*Trezise, Philip H.*
Emerging Asian Economics.
PUB DATE- 9 Aug 85
NOTE- 21p.; Paper presented at the Annual Meetings of the World Future Society (Washington, DC, August 8-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Studies; Developed Nations; Developing Nations; Economic Change; *Economic Development; Foreign Countries; *Futures (of Society); *International Trade
IDENTIFIERS- China; Hong Kong; Japan; Singapore; South Korea; Taiwan

What we can expect in the future from the miracle economies of Japan, South Korea, Taiwan, Singapore, and Hong Kong, whether they pose a threat to the older industrial states of Western Europe and North American, and whether China is to be the next emerging Asian economy are discussed. The amazing economic recovery of these East Asian countries demonstrates that it is possible for modern industrial economies to emerge in a situation of adverse ratios of population to land area and to natural resources. However, economic miracles cannot be prolonged indefinitely. Japan's experience is instructive--Japan's economy has settled down to a rate of growth on average higher but not startlingly higher than that of other advanced countries. The sources of economic growth are subject to change and to erosion over time. A similar slowing of economic growth will likely occur in these other Asian miracle countries. To believe that exports from countries that have ample supplies of low wage labor and access to advanced technology will overwhelm established American and European industries is to believe in fairy tales. It is not beyond possibility that China will become another Taiwan in GNP growth and another Japan as an exporter. (RM)

ED 263 195 TM 850 686

*Marland, Elaine, Comp.; Pickens, Keith, Comp.*
NZCER 1934-1984: The Published Record. A Bibliography of NZCER and NZCER Staff Publications.
**New Zealand Council for Educational Research, Wellington.**
REPORT NO.- ISBN-0-908567-41-3
PUB DATE- May 85
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum; Educational Planning; Educational Policy; *Educational Research; Educational Testing; Elementary Secondary Education; Foreign Countries; Indexes; *Information Sources; *Literature Reviews; Postsecondary Education; Preschool Education; Research Methodology; *Research Tools; Resource Materials; Special Education; Teacher Education; Teachers
IDENTIFIERS- Maori (People); *New Zealand Council for Educational Research

This bibliography from the New Zealand Council for Educational Research (NZCER) covers the period 1934-1984 and contains NZCER imprints; works by NZCER staff; and articles, papers, and other documents owing their intellectual or material origins to NZCER. It is organized into 22 broad types of readings which are then arranged by year of publication and then by author. The subject readings include: (1) child development; (2) curriculum and teaching methods; (3) documentation; (4) education (foreign countries); (5) education (New Zealand); (6) educational institutes; (7) history of education; (8) information systems and services; (9) Maori education, language, and culture; (10) philosophy of education; (11) planning and development of education; (12) policy and administration of education; (13) politics and economics of education; (14) post secondary; (15) pre-school education; (16) research policy and methodology; (17) sociology of education; (18) special education; (19) statutes and regulations; (20) teachers and teacher training; (21) testing and measurement; and (22) serial publications. The indexes are arranged by author and by keyword (ERIC-based) descriptors. (PN)

ED 262 964 SE 046 056

*Gump, Paul V.*
An Environmental Perspective on Classroom Order.
PUB DATE- 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Organization; *Classroom Environment; *Classroom Techniques; Discipline; Educational Environment; Physical Environment; *Student Behavior; Teaching Conditions; Time Management; Time on Task
IDENTIFIERS- Synomorphy

This document offers perspectives on the concepts of environment and order related to the classroom setting. Environment is explained as the physical milieu, action structure, and the fit between these phenomena. Order can refer to the system being "in order" or to the participants being on task. Examples are presented of relationships between milieu factors and order, and between variations in action structure and order. Transitions between activities and simultaneous operation of activities are related to order. The current status and future direction of research in classroom order is also discussed. (Author/ML)

ED 263 165 TM 850 650

*Kahan, James P.; And Others*
Individual Characteristics and Unit Performance. A Review of Research and Methods.
**Office of the Assistant Secretary of Defense for Manpower, Installations and Logistics (DOD), Washington, DC.**
REPORT NO.- ISBN-0-8330-0604-5; R-3194-MIL
PUB DATE- Feb 85
NOTE- 123p.
CONTRACT- MDA903-83-C-0047
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Armed Forces; *Group Dynamics; Group Structure; *Individual Characteristics; Interpersonal Communication; *Job Performance; Literature Reviews; Peer Influence; *Performance Factors
IDENTIFIERS- Combat

This report reviews existing studies of the determinants of group performance in an attempt to understand how personnel characteristics of units affect the effectiveness and efficiency with which those units perform their missions. As defined for this project, unit performance is the aggregate behavior of personnel in a unit. This review provides a broad survey of the results that have been found in both the civilian (specifically, team sports) and the military literature that might have an application to small units engaged in combat arms. It discusses these results in terms of the following categories of predictors of group performance: (1) characteristics of individuals; (2) leadership; (3) group structure; (4) group processes; and (5) training techniques. The reliability and validity of unit performance measurements are described in the appendix. (PN)

ED 263 180 TM 850 670

*Smith, Nick L.; St. John, Mark*
Overview of Alternative Evaluation Methods. Paper and Report Series, No. 107. Interim Draft.
**Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NWREL-REP-107
PUB DATE- Mar 85
NOTE- 37p.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; Evaluators; *Guidelines; *Measurement Techniques; Program Evaluation; *Research Methodology; Use Studies
IDENTIFIERS- *Northwest Regional Educational Laboratory

The Research on Evaluation Program's National Advisory Panel recommended that a means of matching evaluation methods with evaluation purposes be developed and that it include a guide to major Program publications. Practitioners in the field have also requested support on how to approach the evaluation design process to permit the incorporation of alternative evaluation approaches. The present report has been designed to meet these requests. Provided is an introductory overview to the range of evaluation methods currently available, as well as guidelines to assist practitioners in making their own evaluative reviews and selections of appropriate methods. To promote the widest possible distribution of this material, the two sections of this report have been designed as field guides. After final revisions, they will be released as part of the Program's "Evaluation Guides" series. The first section discusses procedure for selecting from among alternative evaluation methods and includes numerous table displays to aid in that process. The second section presents a strategy for designing evaluation studies so that the evaluation methodology most appropriate to the problem at hand may be selected. (PN)

ED 263 237 UD 024 501

*Gross, Paget H.; Darley, John M.*
Emphasizing Environmental Deficits: An Approach to the Reversal of Self-Fulfilling Prophecies about Minority Children.
PUB DATE- 82
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Attribution Theory; *Children; Cultural Influences; *Educational Environment; Performance Factors; *Social Attitudes; *Socioeconomic Influences; *Socioeconomic Status; *Stereotypes

There are two perspectives from which the academic performance of children from high or low socioeconomic backgrounds can be viewed. The non-environmental perspective specifies a direct relationship between performance and innate ability; environmental deficits may be correlated with poor performances but perhaps are not causally related. The environmental perspective considers that environmental factors may raise (or lower) a performance above (or below) the individual's true underlying abililty level; this may lead to the generation of stereotype-reversing hypotheses. In this study of college students, it was predicted and found that individuals who adopt a non-environmental perspective judge the abilities of high and low socioeconomic background children in a manner that confirms their stereotype-based expectations. That is, the high SES child is judged positively and the low SES child, negatively. The reverse of these judgments was found in individuals who adopt an envrionmental perspective in considering children. These results are discussed in terms of the different hypotheses about ability which may be generated by these perspectives and the mechanisms which may lead people to confirm these ability-relevant hypotheses. (Author/GC)

ED 263 263 UD 024 535

*Crocker, Elvira Valenzuela*
The Report Card on Educating Hispanic Women.
**NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.**
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Dec 82
NOTE- 5p.
AVAILABLE FROM- PEER, 1413 K Street, NW, 9th Floor, Washington, DC 20005 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Dropout Characteristics; *Educational Attainment; Educational Opportunities; *Females; *Hispanic Americans; Postsecondary Education; Secondary Education; *Student Needs

Hispanic women earn less, own fewer businesses, and are less represented in politics than almost any other population segment, and their history of low educational attainment is a key factor for each of these realities. In 1981, while 69% of the total population completed four or more years of high school, only 42% of the Hispanic females reached the same level. With an average of 10.2 years of schooling, Hispanas lag behind Black females at 11.9 and white females at 12.5 average years of schooling. The pattern continues at the college level, with Hispanic females less likely than Black or white females to complete four or more years of college. Because of scarce data, it is difficult to quantify the reasons for the low educational attainment level among Hispanics. Economic need, language barriers, family responsibility, and educator attitudes are all contributors to the high Latina dropout rate, which is twice as high as the national rate of 16%. Moreover, because of the absence of female and Hispanic leadership in education, Hispanic high school women lack role models and suffer from inadequate counseling. Vocational education enrollments clearly show that Hispanas are being steered into life cycles with little career or income potential. In Denver, for example, young women make up 44% of the total vocational enrollment, but 90% of these end up in home economics and clerical jobs, with little career potential and low pay. Nationally, technical courses are dominated by white males (82.9%), with a tiny enrollment of Hispanas (1.8%). For the nation's Hispanas, solutions (such as increased parental involvement) are urgently needed. (KH)

ED 262 980 SE 046 193

*Kamii, Constance Kazuko; DeClark, Georgia*
Young Children Reinvent Arithmetic: Implications of Piaget's Theory.
REPORT NO.- ISBN-0-8077-2707-5
PUB DATE- 85
NOTE- 283p.
AVAILABLE FROM- Teachers College Press, P.O. Box 1540, Hagerstown, MD 21741 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Addition; Arithmetic; *Cognitive Development; *Educational Games; Educational Research; *Elementary School Mathematics; Grade 1; Mathematics Curriculum; *Mathematics Instruction; *Number Concepts; Primary Education; Research Utilization; Subtraction; *Teaching Methods
IDENTIFIERS- Mathematics Education Research; *Piaget (Jean)

In the foreword to this book, Inhelder states that its essential contribution is that "it transposed to actual reality Piaget's central epistemological thesis according to which mathematical thought is, from its most elementary manifestations, the product of the subject's activity that he characterized by the term 'reflective abstraction.'" The book advocates eliminating all traditional instruction in first grade arithmetic and replacing it with two kinds of activities: situations in daily living (such as voting) and group games. The sections in the book focus on: (1) theoretical foundation, with chapters on Piaget's theory of number and on the importance of social interaction; (2) objectives, including chapters on autonomy, numerals and place value, addition, and subtraction; (3) activities and principles of teaching; (4) how things appeared to the teacher, including a month-to-month account of using Piagetian-based games; and (5) evaluation and prospects for the future. The book, designed for preservice as well as in-service teachers, is based on research, as well as on personal experiences at the University of Geneva. (MNS)

*Brown, David W., Ed.; Sewell, Jeffrey J., Ed.*
Australian Biology Test Item Bank, Years 11 and 12. Volume I: Year 11.
**Australian Council for Educational Research, Hawthorn.**
REPORT NO.- ISBN-0-85563-377-8
PUB DATE- 85
NOTE- 237p.; For volume II, see SE 046 227.
AVAILABLE FROM- Biology Test Item Bank Project, The Australian Council for Educational Research, 9 Frederick Street, Hawthorn, Victoria 3122, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; *Ecology; Grade 11; Grade 12; High Schools; Nutrition; Reproduction (Biology); Science Education; *Science Tests; *Secondary School Science; *Test Items
IDENTIFIERS- *Australia

This document consists of test items which are applicable to biology courses throughout Australia (irrespective of course materials used); assess key concepts within course statement (for both core and optional studies); assess a wide range of cognitive processes; and are relevant to current biological concepts. These items are arranged under eight headings: (1) investigating the living world; (2) the variety of life; (3) organisms and environments; (4) reproduction; (5) nutrition, development and growth; (6) populations; (7) interaction and change in the natural world; and (8) the living world. Also included are brief comments on and applications of the test items. (ML)

ED 263 025 SE 046 252

*Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.*
Investigations in Mathematics Education. Volume 18, Number 3.
**Ohio State Univ., Columbus. Center for Science and Mathematics Education.**

PUB DATE- 85
NOTE- 70p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Blacks; Calculus; *Cognitive Processes; *Computation; Educational Research; Elementary Secondary Education; Higher Education; *Intuition; *Mathematics Achievement; *Mathematics Education; Mathematics Instruction; Problem Solving; *Sex Differences
IDENTIFIERS- *Mathematics Education Research

Abstracts of 12 mathematics education research reports and critical comments (by the abstractors) about the reports are provided in this issue of Investigations in Mathematics Education. The reports are: "More Precisely Defining and Measuring the Order-Irrelevance Principle" (Arthur Baroody); "Children's Relative Number Judgments: One-to-One Correspondence, Recognition of Non-Correspondence, and the Influence of Cue Conflict" (Richard Cowan); "Intuitions on Functions" (Tommy Dreyfus and Theodore Eisenberg); "The Effects of Time and Data Permutation on the Solution Strategies of First Grade Children" (Alan Dudley); "Factors Affecting Achievement in the First Course in Calculus" (Orlyn Edge and Stephen Friedberg); "Does the Teaching of Probability Improve Probabilistic Intuitions?" (E. Fischbein and A. Gazit); "Monitoring the Mathematics Achievement of Black Students" (Lyle Jones, Nancy Burton, and Ernest Davenport); "Absence of a Sex Difference in Algorithms for Spatial Problem Solving" (Robert Kail, Michael Stevenson, and Katherine Black); "Sex Differences in Children's Mathematics Achievement: Solving Computations and Story Problems" (Sandra Marshall); "Computational Estimation and Related Mathematical Skills" (Rheta Rubenstein); "Computational Estimation Procedures of School Children" (Judith Threadgill-Sowder); and "Numbers in Contextual Frameworks" (F. van den Brink). References to mathematics education research in CIJE (by EJ number) and RIE (by ED number) from January through March 1985 are also included. (JN)

ED 263 056 SP 026 648

*Capps, Kline*
Perceptions of Faculty, Undergraduate Students and Alumni Regarding a Teacher Education Program.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Wichita, KS, August 4-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Preservice Teacher Education; *Program Attitudes; *Student Attitudes; *Teacher Attitudes; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- Buena Vista College IA

A total of 12 teacher education faculty members, 23 current education students, and 40 alumni responded to a questionnaire eliciting responses to seven aspects of the teacher education program at Buena Vista College in Storm Lake, Iowa. The seven aspects evaluated were: learning environment: scholarly excellence; quality of teaching; faculty concern for students; curriculum; departmental procedures; and available resources. While the populations differed on the value of specific components, they all had a general sense for the quality of the program. Students and alumni agreed more closely with each other than either did with the faculty. Each population also rated highest those elements over which they had the most control. The study highlights the need for a teacher education program to maintain a proper balance among student, faculty, and institutional needs in an atmosphere characterized by openness and willingness to change as affected populations grow, change, and develop. (CB)

ED 263 073 SP 026 704

*Darr, Alice Dozier; Bond, Cynthia*

Reduction in Force: An Exploratory Study of Suburban Teachers and Implications for Teacher Education.

PUB DATE- Feb 85
NOTE- 5p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Reduction in Force; *Teacher Attitudes; *Teacher Characteristics; *Teacher Dismissal

A study of 80 teachers who were part of a reduction in force (RIF) effort in a large midwestern city was conducted. The study investigated: (1) characteristics of the RIF'd teachers; (2) reactions to RIF notice; (3) steps taken by teachers to prevent the RIF action; (4) resources used by RIF teachers to seek new positions; and (5) characteristics of RIF teachers that affected their willingness to relocate. The average RIF teacher was 36 years old and had 8.6 years of teaching experience. Teachers were most often angry at the RIF action. Among the 35 percent who tried to prevent the action, the most frequent strategy employed was enrolling in college coursework. Subjects who were married or who considered themselves secondary wage earners were less willing than other teachers to relocate. Positions were most frequently sought for: (1) teaching in another school district; (2) training in business or industry; and (3) management in business or industry. (CB)

Duszynski, Timothy J.
A Collaborative Model for Continuing Learning in Computers for Professional Educators.
PUB DATE- Jul 85
NOTE- 21p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Science Education; Cooperative Programs; Demonstration Programs; Higher Education; *Inservice Teacher Education; *School Business Relationship

This report presents a collaborative model for continuing education in computers for professional educators. The National Computer Training Institute, a private consortium founded in 1984, has as its goal the development and delivery of high quality training materials and activities for teachers, students, and community members. Eighty-six computer learning centers have been established to date. The implications of this collaborative model include: (1) serving as a model for other emerging fields of import to professional educators; (2) providing state-of-the-art instruction delivered to professional educators in ways that are cost-effective and convenient to the educator and the provider; and (3) defusing criticism in some sectors that schools of education cannot keep pace with the rising costs of instruction in emerging technologies--the model costs less than if similar instruction were delivered exclusively by the college. (JD)

ED 263 106 SP 026 852

*Kelsey, Craig, Ed.; Gray, Howard, Ed.*
Perspectives on Family Recreation and Leisure: A National Symposium. Papers presented at The Centennial National Conference of the American Alliance for Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
**American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.**
PUB DATE- Apr 85
NOTE- 163p.
AVAILABLE FROM- Brigham Young University, Provo, Utah 84602
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Family Influence; *Family Life; Family Role; *Leisure Time; *Life Style; Parent Child Relationship; *Recreational Activities

**These articles represent family recreation research, ideas for families that are in "non-traditional" settings or situations, family strengthening concepts through recreation, church-based concepts as well as a challenge for the professional.** Articles included are: (1) "Family Leisure and Recreation: A Bibliography" (Arlin Epperson); (2) "What Research is Telling Us about Family Recreation" (S. Harold Smith); (3) "More Theory in Researching Discretionary Time?" (James C. Peterson); (4) "Criminal Rehabilitation through Structured Family Leisure" (Ron Mendell, Donald Schneller); (5) "The Effects of Unemployment on the Family Leisure of Unemployed Steelworkers" (Lisa Pesavento Raymond); (6) "Families with a Handicapped Child and Their Leisure Needs" (Jean E. Folkerth); (7) "Strengthening Families of Developmentally Disabled Children" (Steven L. Sims); (8) "A Persepctive on Leisure and Single Parent Families" (Carlton F. Yoshioka); (9) "Using the Family Council to Establish a Successful Family Leisure Lifestyle" (Robert E. Sorenson); (10) "How Recreation Can Strengthen Marriages and Families" (Thomas B. Holman); (11) "Stress Mangement: A Family Program" (Richard D. Gordin); (12) "Family Recreation Ministry" (Robert P. Raus); (13) "The Use of Instructional Games in the Retention of Learning with Families: A Church Recreation Case Study" (Howard Gray, Dean Halladay); (14) "Building Family Cohesiveness through a Weekly Family Activity Night" (Craig W. Kelsey); (15) "Family Recreation: Together is Better" (David J. Staniford); (16) "Teaching Your Kids to Dance (at Home)" (Mike Vander Griend); (17) "The History of Commercial Recreation and Its Role in the Provision of Family Recreation" (E. Taylor Ellis); and (18) "Challenge for Recreation Professionals: Family Recreation" (Jean Loveland). (JD)

ED 263 136 TM 850 606

*Resnick, Lauren B.*
Cognitive Science and Instruction. 1985/13.
**Pittsburgh Univ., Pa. Learning Research and Development Center.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 47p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Washington, D.C., January, 1982). For related document, see TM 850 605.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Educational Strategies; *Educational Theories; *Epistemology; *Instruction; *Learning Theories
IDENTIFIERS- *Cognitive Psychology; *Cognitive Research

This report addresses how the influence of cognitive science is developing and what future directions it may take as a theory of instruction. The discussion of the recurrent findings and the prevalent themes emerging in cognitive science includes: limited-capacity learners; the role of prior knowledge in learning--schema theories of reading and problem solving; learning as coherence-building; learning as theory change; learning as invention-sensible constructions on limited data; and self-monitoring and learning. The following applications to a cognitive theory of instruction are considered; adapting instruction to limited-capacity learners; schemata for learning--the question of instructional representations; the problem of coherence--taking learner's theories of the world into account; and improving learning skills--teaching strategies for learning. (PN)

ED 263 151 TM 850 633

*Thompson, Bruce; Miller, James H.*
A Multivariate Method of Commonality Analysis.
PUB DATE- 1 Feb 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, Texas, February 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Correlation; Elementary Secondary Education; *Multivariate Analysis; *Predictor Variables; *Regression (Statistics); Statistical Studies
IDENTIFIERS- *Commonality Analysis

Methods of regression commonality analysis are generalized for use in canonical correlation analysis. An actual data set (involving educators' attitudes toward death and age, locus of control, religion, and occupational role in working with terminally ill children) is employed to illustrate the extension. The method can be applied with respect to each canonical function in an analysis to determine the proportion of explanatory power of a variable set which is unique, as well as the proportion which is shared with or common to other variables also. (Author/GDC)

*Perlman, Carole L.*
Reporting Test Results to the Public: Exploring the Doughnut.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Disclosure; Elementary Secondary Education; *Information Dissemination; Interviews; *News Media; *Public Schools; Questionnaires; School Districts; *Surveys; Testing; Testing Problems; *Test Results
IDENTIFIERS- National Association of Test Directors; *Test Reporting

This paper examines some of the issues involved in releasing test results to the press. The first part is based on a survey of National Association of Test Directors members (72 of the 142 members completed a questionnaire on reporting test results to the public). The survey included the following: to whom are results reported; what kind of results are reported; how are results reported; relations with the press; the most commonly asked questions; problems in dealing with the press; what information would you most like to communicate; and useful techniques in dealing with the press. The second part is based on interviews with members of the news media. It discusses some advice that they have for test directors on such questions as: why are test scores news; what kind of information can help the reporter write a better story; how would the reporter prefer to be given testing information; how does one deal with what seems to be a reporter's negative bias; what to do about misleading headlines, how to cope with reporters who don't know much about testing; and other suggestions for test directors. (PN)

ED 263 224 UD 024 100

Town and School District Profiles 1982-83.
**Connecticut State Board of Education, Hartford.**
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.; Connecticut State Dept. of Education, Hartford. Div. of Educational Administration.
PUB DATE- 84
NOTE- 374p.
AVAILABLE FROM- Public Information, Room 304, State Department of Education, P.O. Box 2219, Hartford, CT 06145 ($8.25 per copy including handling and shipping).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Community Characteristics; *Educational Finance; Elementary Secondary Education; *Enrollment; Federal Aid; Personnel; *Programs; Public Education; *School Districts; School District Size; School District Spending; State Aid; State School District Relationship; Urban Areas
IDENTIFIERS- *Connecticut

This publication contains statistical profiles of Connecticut's 165 public school districts, both town-operated and regional. Data given for each school district describe community characteristics, superintendent's office information, enrollment of pupils overall and by major subgroups, proficiency test results, program offerings, staffing characteristics, and educational funding and expenditures. Also given are the following: (1) community data, education equalization data, and aid and expenditure data for 20 towns which do not operate school districts; and (2) school, enrollment, program, test, and staff data for three endowed and incorporated academies and the E.O. Smith School. Finally, definitions of key terms and sources of information are provided. (KH)

ED 263 250 UD 024 516

*Moore, Kristin A.; And Others*

Family Attitudes and the Occurrence of Early Sexual Activity. A Research Note.

PUB DATE- Aug 85
NOTE- 22p.
CONTRACT- APR-000916-01-0
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Family Influence; Parent Attitudes; *Parent Child Relationship; *Parent Influence; Sex Differences; *Sexuality; Traditionalism

The assertion that parental communication and monitoring of adolescent children will discourage premarital activity was examined in a two-stage study. First, the influence of a set of variables measuring parental supervision and discussion was analyzed using data for all 15- and 16-year olds interviewed in the 1981 National Survey of Children. Next, the effect of the same set of variables was examined among sub-samples of families in which the parents hold either traditional or liberal attitudes on family issues. These analyses suggest that parental communication with teenage children does not often discourage sexual activity. In general, the discussion of sex is apparently much more common with daughters than sons, and has the impact of postponing sexual activity primarily among the daughters of traditional parents. These results suggest the future researchers should obtain data not only on whether parents and teens discuss sex, but also on the topics they cover, the direction of any advice given, and the underlying attitudes toward sex and family life held by parents. It may well be, for example, that traditional parental attitudes have different effects on contraceptive use than on sexual activity. Finally, these results suggest that the impact of parental communication varies not only according to the attitudes held by parents but by the sex of the teenager. (KH)

ED 263 277 UD 024 555

Immigrants and Refugees: The Caribbean and South Florida. Occasional Papers Series, Dialogues #2.

**Florida International Univ., Miami. Latin American and Caribbean Center.**

PUB DATE- Mar 81
NOTE- 118p.
AVAILABLE FROM- Latin American and Caribbean Center, Florida International University, Tamiami Campus, PO 237, Miami, FL 33199 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - General (140)
DESCRIPTORS- Cubans; Employment Level; Haitians; *Immigrants; *Migration Patterns; Political Attitudes; *Public Policy; Refugees
IDENTIFIERS- *Florida; Immigration Impact; Refugee Legislation; *West Indians

Six papers on Caribbean immigrants and refugees in south Florida are presented in this document. Their titles (and authors) are: (1) "Let's Welcome the Refugees" (Bryan O. Walsh); (2) "The Haitians and America's 'Pull'" (Anthony P. Maingot); (3) "Estimates of Haitian International Migration for the 1950-1980 Period" (James Allman); (4) "West Indian Migration: Historical Notes and Contemporary Trends" (Dawn I. Marshall); (5) "The 'Freedom Flotilla' Cuban Emigrants" (Robert L. Bach); and (6) "International Migration and Refugees: The Caribbean, South Florida and the Northeast" (Maingot). The first two papers, representing different perspectives on the immigration issue, originally appeared in the "Miami Herald" and elicited wide community response. The next three papers were presented at a 1980 conference on international migration and refugees. The sixth paper (by Anthony P. Maingot) reports on private sessions held with the United States Coordinator of Refugee Affairs. (KH)

ED 263 291 UD 024 569

Hearing to Extend Five Expiring Child Nutrition Programs. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session on H.R. 7. Serial No. 99-17.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

PUB DATE- 2 Apr 85

NOTE- 75p.; For a related document, see UD 024 568.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; *Federal Legislation; Federal Programs; Hearings; *Lunch Programs; *Nutrition

IDENTIFIERS- *Child Nutrition Act 1966; Congress 99th; *National School Lunch Act 1970

The transcript of a congressional hearing on a proposed bill to extend and amend the National School Lunch Act and the Child Nutrition Act of 1966 is provided in this document. Representatives of the Food and Nutrition Service and the U.S. Department of Agriculture, testified that the proposed bill runs counter to the policies of the Reagan Administration. This is followed by testimony from a variety of individuals who called for extending current school lunch programs, expanding eligibility criteria, and lowering the per meal cost to participants. School lunch and other child nutrition programs were acclaimed by these witnesses as helping to improve the nutritional status of children from low income families. (KH)

*Harvey, Anne L.; And Others*

The Validity of Six Beliefs About Factors Related to Statistics Achievement.

PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Anxiety; *Attitudes; College Students; Educational Psychology; Educational Research; Higher Education; Instruction; *Mathematics Achievement; *Research Reports; *Sex Differences; *Statistics

Three experiments were conducted with 51 college age beginning statistics students to assess the validity of six popular beliefs about factors related to statistics achievement. Mathematics background and ability, logical reasoning ability, attitude toward statistics, and anxiety were all found to have some relationship to statistics achievement. Differences between graduates and undergraduates, and men and women, were also explored. No significant differences were found between the groups on any single factor related to statistics achievement. There were, however, differences in how those factors combined to affect achievement for the different groups. It was concluded that no one variable explored here is singularly necessary for achievement in beginning statistics. (Author)

*Raat, Jan H.; And Others*
Girls And Science And Technology (GASAT). Proceedings of the Conference (1st, Eindhoven, The Netherlands, November 9-13, 1981). Volume 1.
**Eindhoven Univ. of Technology (Netherlands).**
REPORT NO.- ISBN-9066-56-502-0
PUB DATE- Dec 81
NOTE- 37p.; For related documents, see SE 046 210 (Volume 2) and SE 046 211 (Volume 3).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; Elementary School Science; Elementary Secondary Education; *Females; Higher Education; Instructional Materials; *Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Sex Bias; Sex Differences; Sex Stereotypes; Teacher Education; *Teaching Methods; *Technology

An international conference was held: (1) to determine what can be done to make science (particularly physics) and technology more attractive to girls; (2) to examine how girls who study science and technology can have the same opportunities as boys have; and (3) to see that girls have the same results in science and technology as boys have. These proceedings, presented in outline format, give a report of that conference. They include a preface, comments on preparing for the conference, the conference, recommendations, and follow up activities. The conference includes: the opening address; the program; teacher education activities; activities related to support for women, including classroom intervention at various age levels; and issues related to curriculum and instructional materials (considering content of instruction, teaching methods, classroom management, and textbooks). Two of the recommendations offered are to keep statistics that separate data of girls and boys to make different educational outcomes visible and to orient pre- and in-service teacher education toward making teachers aware of society's attitudes toward young women and to make teachers aware of their own attitudes. (Lists of participants, discussion/research papers, and discussion questions are provided in appendices.) (JN)

ED 263 040 SO 016 885

*Handley, Leslie*
Suggested Activities for Teaching about Japan.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Community; Community Characteristics; *Cross Cultural Studies; Cultural Awareness; Cultural Differences; Elementary Education; Family Life; Instructional Materials; Learning Activities; Neighborhoods; Primary Education; Self Concept; *Social Studies
IDENTIFIERS- *Japan

A collection of five activities for teaching about Japan at the elementary level is provided. An introductory activity is designed to elicit student perceptions of the Japanese through drawings and words. A second activity uses Japanese folk tales. The remaining three activities are presented by grade level (1-3) and provide strategies for incorporating the study of Japan into the expanding environments approach typical of most primary-grade social studies courses. The first-grade activity focuses on a comparison of self and family in Japan and the student's own society. The second-grade activity looks at neighborhoods, while the third-grade activity focuses on community. All activities contain objectives, a listing of materials, procedure, and student handouts. Additional sections of the document contain evaluation guidelines and a bibliography. (LP)

ED 263 120 TM 850 519

*Bejar, Isaac I.*

A Preliminary Study of Raters for the Test of Spoken English.
**Educational Testing Service, Princeton, N.J.**
REPORT NO.- ETS-RR-85-5; TOEFL-RR-18
PUB DATE- Feb 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Cost Effectiveness; *English (Second Language); Evaluation Criteria; Evaluation Methods; Evaluators; Factor Structure; Feasibility Studies; Higher Education; *Interrater Reliability; Language Tests; *Oral English; *Scoring; *Speech Tests; Standards; Test Reliability; Test Validity
IDENTIFIERS- *Test of Spoken English

The feasibility of reducing scoring costs for the Test of Spoken English (TSE) by using one rater was investigated. Currently, two raters are used. It was found that, because of the possibility of different standards used by potential raters, it does not appear feasible to use a single rater as the sole determiner of speaking proficiency under the current system. Other possible alternatives were also examined. One approach was the development of a quality control index which would predict the extent of the disagreement between two raters, but the index that was developed could not be validated. The best predictors of rater disagreement were the identities of the raters. Their disagreements, however, resulted from the differing standards they used. Raters agreed substantially about the ordering of examinees, but varied slightly in the severity of their ratings. (Author/GDC)

ED 262 950 RC 015 528

*Starrett, Richard A.; Decker, James T.*
The Utilization of Social Services by the Mexican-American Elderly.
PUB DATE- Sep 83
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwest Society on Aging (Baton Rouge, LA, September 21, 1983). Data drawn from "A National Study to Assess the Service Needs of the Hispanic Elderly." See also RC 015 526-527.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Health; Information Needs; Low Income; *Mexican Americans; *Mexicans; Middle Aged Adults; *Models; *Older Adults; *Social Services; Social Support Groups; Use Studies; Welfare Services
IDENTIFIERS- Andersen Newman Model of Utilization; *Causal Models; *Predictive Models; Resource Utilization

The study tested the Andersen-Newman causal model of social service use as a means of determining patterns for social service use by Mexican American elderly. The model was shown to have applicability for identifying common and unique determinants of service use. Thirty-seven variables and data from a 1979-80 15-state survey were selected to form a subset of responses from 1,164 noninstitutionalized Mexican or Mexican American individuals aged 55 and over. Four variables were found to directly affect use of social services: knowledge of social services, need, health status, and income. The primary role of knowledge of services which emerged from the study was shown to have policy and administrative implications and it was suggested that more attention be focused on information processing activities and referral techniques. Tables of variables, relationships, systems utilization models, and individual determinants, and a 42-item bibliography are appended. (LFL)

*Keele, Steven W.; And Others*
Is The Cerebellum Involved in Motor and Perceptual Timing: A Case Study.
**Oregon Univ., Portland.**
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Naval Personnel and Training Research Lab., San Diego, Calif.
REPORT NO.- ONR-NO-85-5
PUB DATE- 15 May 85
NOTE- 22p.
CONTRACT- N00014-83-K-0601
GRANT- BNS8119274
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Auditory Stimuli; Auditory Tests; Case Studies; *Exceptional Persons; Models; *Motor Development; *Neurological Impairments; Psychomotor Skills; *Reaction Time
IDENTIFIERS- *Brain Research; *Cerebral Sensory Interaction; Naval Personnel Training Research Laboratory

A model and a technique developed by Wing and Kristofferson (1973) decomposes variance of timing into that putatively due to a central timekeeper (a clock) and that due to implementation of movement through the motor system. A patient with unilateral cerebellar damage, when attempting to tap out a regular series of intervals, showed a large increase in timing variability for the left hand compared to the right hand at target intervals of 550 milliseconds. Application of the model suggested that the increased variability was in the clock. Moreover, the patient appeared to have greater than normal difficulty in discriminating the durations of auditorially based time intervals. Earlier work (Wing, Keele, and Margolin, 1984) had suggested that basal ganglia damage in a Parkinson's patient also manifested itself as a clock disorder. The suggestion that clock variability arises from two different sources leads us to speculate that the brain's clock involves a circuit between several brain systems. These speculations are quite tentative because of interpretive problems with some of the data. (Author)

ED 263 181 TM 850 671

*Ligon, Glynn*

Opportunity Knocked Out: Reducing Cheating by Teachers on Student Tests.

**Austin Independent School District, Tex. Office of Research and Evaluation.**

REPORT NO.- AISD-ORE-84-36
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cheating; *Educational Testing; Elementary Secondary Education; *Guidelines; Profiles; Standardized Tests; Teacher Attitudes; *Teachers; *Testing Problems; Testing Programs
IDENTIFIERS- *Austin Independent School District TX

Careful management of a testing program can greatly limit a teacher's opportunity to cheat while administering standardized tests to students and can increase the likelihood that such cheating will be detected. The Austin Independent School District's systemwide testing staff's plan for controlling cheating has three basic premises: (1) plan and organize for security by reducing the opportunities available for cheating; (2) look everywhere for clues and discrepancies; and (3) follow up swiftly on violations to let the school personnel know how seriously cheating is viewed. The following are included as attachments: the "Profile of a Teacher Who Cheats on Standardized Tests"--a composite that in some ways contradicts usual perceptions; six brief case studies of cheating in the Austin Independent School District; and "Guidelines for Test Administrator." (PN)

ED 263 196 TM 850 687

*Christensen, James E.; Fisher, James E.*
'Poverty' and 'Learning': The Function and Malfunction of These Terms in the Language of Comparative Education Research (A Study in Analytical Educology).

PUB DATE- Mar 74
NOTE- 30p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 21-23, 1974).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ambiguity; Communication Research; *Comparative Analysis; Comparative Education; Discourse Analysis; *Educational Research; Inquiry; *Language Research; *Learning; *Poverty; Research Methodology; Research Problems
IDENTIFIERS- *Analytical Methods; *Educology

This paper inquires analytically about the connotative meaning of the terms poverty and learning as they function in the language of comparative education research. In the analysis of concepts, the analytical techniques used are the techniques of definition, explication, illustration, and substitution. Four conceptions of the term learning and five conceptions of the term poverty are discussed. When these conceptions (or definitions) are substituted into statements it was found that malfunctions in language occur. Such a language malfunction is an ambiguity in meaning in which a single term simultaneously connotes two or more meanings. The problem, then, is a systematic ambiguity in the language of educational researchers. In order to dissolve the problem of ambiguity in their language, comparative education researchers, and researchers in general, must learn to distinguish among analytical, empirical, and valuative inquiry. That is, they must attend to the analyticity of their language and adhere to the rules of inquiry which are necessarily implied by the type of inquiry that is intended by the researchers. (PN)

Occupational Skills Training and Counseling Handbook. Transitional Black Women's Project.

**Atlanta Univ., GA. Women's Inst. for the Southeast.**

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
NOTE- 105p.; For related documents, see UD 024 503-505.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Blacks; Career Counseling; *Career Education; *Disadvantaged; Employment Interviews; *Females; *Job Search Methods; Occupational Aspiration; Racial Bias; Resumes (Personal); Sex Stereotypes; Vocational Aptitude; *Vocational Evaluation
IDENTIFIERS- *Transitional Black Womens Project GA

This handbook provides seven days of workshops in occupational skills training and counseling for developing career awareness and motivating career decision-making among transitional black women in the population of women who are underemployed, unemployed, undereducated, or poor, and who are unaware of educational or occupational opportunities available to them. The workshops are designed to: provide opportunities for the women to clarify their values with respect to sex and race role stereotypes; support non-traditional career, educational, and personal choices; provide opportunities for the women to talk with work/race models of both sexes; provide exercises for the women to examine non-traditional occupations as career options; and create an atmosphere to motivate the women to achieve their goals. They are based on Donald Super's self-concept theory (1963) which suggests that five stage-related tasks are encountered as one matures vocationally. The workshop sessions cover the following topics: (1) orientation and assessment of individual needs, and elements of career planning; (2) building confidence in personal ability for solving problems and achieving career goals; (3) examining occupational options; (4) identification and remediation of barriers to career success; (5) strengthening employability skills and setting career goals; (6) strengthening job preparation skills; and (7) work experience preparation. The handbook includes detailed instructions for the training administrator and materials for the seven sessions. (CG)

ED 263 264 UD 024 537

*Rich, Dorothy*
The Forgotten Factor in School Success--The Family. A Policymaker's Guide.
**Home and School Inst., Washington, D.C.**
SPONS. AGENCY- Field Foundation, New York, N.Y.; Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.
PUB DATE- 85
NOTE- 75p.
AVAILABLE FROM- Home and School Institute, Inc., 1201 16th Street, N.W., Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Family Involvement; *Government Role; Parent Participation; *Parent School Relationship; Policy Formation

This guide, addressed to policymakers, describes specific programs to support the educational role of the family. Based on demonstrated research, it lays out low-cost methods to enhance the impact of schooling by involving the family. Following an executive summary, the volume presents six main sections, with recommendations for addressing the following questions: (1) Why is family involvement important?; (2) What do people want from schools?; (3) What new directions should government take?; (4) What can be done?; (5) How can policy be put into practice?; and (6) What family demographics affect schools? A final section lists additional resources, and an appendix presents sample home learning activities. (KH)

ED 262 981 SE 046 194

*Clark, Douglas W.*
Microbiological Skills for Water and Wastewater Analysis. Report No. M16.
**New Mexico Water Resources Research Inst., Las Cruces.**
PUB DATE- Aug 85
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Culturing Techniques; *Laboratory Procedures; *Microbiology; Postsecondary Education; *Science Education; *Waste Water; *Water; Water Pollution

This six-chapter handbook is concerned with the proper care and maintenance of microorganisms recovered from water and wastewater samples. These microorganisms must be cultured and identified to determine not only what kinds of cells were present in the original sample, but also what concentrations they appeared in. The skills covered are basic to all aquatic microbiological analyses. Specific tests are not described since they are available elsewhere. The purpose is to provide a firm grounding in the proper and safe use of microbiological equipment and procedures, while at the same time encouraging analysts to recognize that a sense of fun can be an inherent part of their work. Major topic areas addressed in the six chapters are: (1) equipment and supplies; (2) media and reagents; (3) working with microorganisms; (4) membrane filtration; (5) quality assurance; and (6) laboratory safety. An appendix provides an introduction to the major groups of waterborne microorganisms. (JN)

ED 263 011 SE 046 227

*Brown, David W., Ed.; Sewell, Jeffrey J., Ed.*
Australian Biology Test Item Bank, Years 11 and 12. Volume II: Year 12.
**Australian Council for Educational Research, Hawthorn.**
REPORT NO.- ISBN-0-85563-378-6
PUB DATE- 84
NOTE- 259p.; For volume I, see SE 046 226.
AVAILABLE FROM- Biology Test Item Bank Project, The Australian Council for Educational Research, 9 Frederick Street, Hawthorn, Victoria 3122, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; *Heredity; High Schools; Physiology; Science Education; *Science Tests; *Secondary School Science; *Test Items
IDENTIFIERS- *Australia

This document consists of test items which are applicable to biology courses throughout Australia (irrespective of course materials used); assess key concepts within course statement (for both core and optional studies); assess a wide range of cognitive processes; and are relevant to current biological concepts. These items are arranged under eight headings: (1) the organism; (2) function and structure in plants; (3) function and structure in animals; (4) integration and regulation in multicellular organisms; (5) cellular processes; (6) heredity; (7) life--its continuity and change; and (8) science and the scientific process. Also included are brief comments on and applications of the test items. (JN)

ED 263 057 SP 026 649

*Kelly, Eugene W., Jr.*
The Relationship of Public Policy to the Goals of Teacher Education.
PUB DATE- 28 Feb 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; *Educational Policy; Higher Education; Institutional Characteristics; *Policy Formation; *Teacher Education

Educational policy and the institutional goals of teacher education should be complementary and mutually reinforcing. However, interests, perspectives, and pressures that influence the evolution and implementation of educational policy often differ from those that shape the institutional goals of teacher education. A comprehensive framework for integrative analysis of, and action on, diverse forces influencing public policy and teacher education is proposed. This framework consists of four broad knowledge and action areas. First, teacher education is presented as an open system, complex internally, and in dynamic interaction with the university world, the broader education profession, and the public sector. Second, clarity about both the primary and secondary goals of university teacher education is essential to effective goal achievement in relation to public policy. Third, convergent action on policy and institutional goals requires a comprehensive understanding of the multiple forces impacting both areas. Fourth, the achievement of teacher education goals through public policy requires a set of diverse and complementary action strategies that can handle divergent as well as shared goals and can manage power differentials. With this conceptual system, teacher educators are in a position to act clearly and decisively on institutional goals and have a positive influence on the development of public policy. (Author/JD)

ED 263 074 SP 026 706

*Stier, William F., Jr.*
What Is Going on in Physical Education and Athletics in Junior and Community Colleges Today.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the National Convention of the American Alliance For Health, Physical Education, Recreation and Dance (100th, Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Athletic Coaches; *Athletics; *Community Colleges; Higher Education; *Physical Education; Physical Education Facilities; *Physical Education Teachers; Program Administration; Program Design; *Two Year Colleges
IDENTIFIERS- *Faculty Status

A national investigation was conducted in 1983 which sought to determine the status of physical education faculty in two year institutions of higher education. A survey instrument was developed and mailed to 300 randomly selected two year colleges within the United States. The mailing generated a usable response of 174 questionnaires. This report provides information on: (1) characteristics of the sample population; (2) curricular offerings in departments of physical education, health, and recreation; (3) faculty status (full or part-time, number of years of teaching experiences, male-female ratio); (4) degree status of department head or chairperson; (5) teaching and coaching experience; (6) departmental evaluation techniques; (7) faculty workload responsibilities; (8) tenure; (9) organizational structure of the physical education department; (10) rank order of physical activities offered by the department; (11) intramural activities; and (12) athletic facilities. Recommendations are made for further research. (JD)

ED 263 090 SP 026 763

*Huffman, Gail M.; And Others*

Building Bridges Between Public Schools, Industry and Higher Education: Collaboration in Mathematics and Science.

PUB DATE- 24 Jul 85
NOTE- 12p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Resources; *Cooperative Programs; *Educational Technology; Elementary Secondary Education; Higher Education; Mathematics Instruction; *School Business Relationship; *School Community Relationship; Science Instruction

Collaborative projects developed between business and industry, public schools, community agencies and institutions of higher education can provide benefits for all participants. This presentation describes the establishment of a cooperative program between the University of North Carolina-Charlotte, the 15 school districts in the Southwest Region of North Carolina, businesses and industries, and community agencies such as local museums to promote interest in math and science education. A computerized resource bank of "talented presenters" from the groups mentioned above was developed. It identifies people who are available to visit regional classrooms to demonstrate a principle or concept related to mathematics, science and technology, thereby generating interest and illustrating the practical use of science, mathematics and technology. The Talented Presenters Resource Bank is being compiled for access and use by the regional public and non-public schools and serves approximately 10,000 teachers in the Region. Principles which gird effective collaboration and specifics of the program, such as participating agencies, range of presentation topics, and procedures are included. (Author)

ED 263 137 TM 850 607

Development of USES Specific Aptitude Test Battery S-111R84 for Airframe-and-Powerplant Mechanic (Aircraft-Aerospace Mfg.; Air Trans.) 621.281-014.

**Oregon State Dept. of Human Resources, Salem.**

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Aptitude Tests; *Aviation Mechanics; Job Placement; Minority Groups; Occupational Tests; *Personnel Evaluation; Postsecondary Education; Rating Scales; Screening Tests; *Test Bias; *Test Reviews; Test Validity
IDENTIFIERS- Test Batteries; USES Specific Aptitude Test Battery

This report is designed to provide information required to evaluate the Specific Aptitude Test Battery (SATB) for Airframe-and-Powerplant Mechanic from three points of view: (1) technical adequacy of the research, (2) fairness to minorities, and (3) usefulness of the battery to Employment Service staff and employers in selecting individuals for Airframe-and-Powerplant Mechanics positions. Research demonstrated a statistically significant and useful relationship between proficiency as an Airframe-and-Powerplant Mechanic and the following SATB: General Learning Ability, Verbal Aptitude, and Manual Dexterity. The validation sample consisted of 272 employed workers (including 30 blacks) from 14 states. Data were collected during 1973-1980. The tests used were the General Aptitude Test Battery. Job proficiency was measured by means of ratings by supervisors. No evidence of differences in validity for blacks and nonminorities was found. The SATB was found to be fair to both blacks and nonminorities using several definitions of fairness. The SATB can be expected to produce a useful increase in the proportion of highly competent workers. When the SATB was applied to the validation sample, an increase from 66 percent to 74 percent in the percentage of highly competent workers was found. Appended are: (1) a table of descriptive statistics for the black and nonminority subgroups of the validation sample, (2) the descriptive rating scale for supervisors, and (3) a sample Airframe-and-Powerplant Mechanic job description. (PN)

ED 263 152 TM 850 634

Writing Objectives and Measurement Specifications, 1986. Grade 7.
Texas Educational Assessment of Minimum Skills.

**Texas Education Agency, Austin. Div. of Educational Assessment.**

REPORT NO.- GE5-442-04
PUB DATE- 85
NOTE- 20p.; For a related document, see TM 850 635.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Assessment; *Educational Objectives; Grade 7; Junior High Schools; *Minimum Competencies; *Minimum Competency Testing; State Programs; *State Standards; Test Construction; Testing Programs; Test Items; *Writing Skills
IDENTIFIERS- *Test Specifications; *Texas Educational Assessment of Minimum Skills

The learning objectives for writing skills contained in this volume are congruent with Texas law. These objectives and the measurement specifications are provided for teachers and test developers involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests will be based on these objectives: (1) recognize the correct spelling of commonly used words; (2) demonstrate knowledge of standard punctuation; (3) demonstrate knowledge of standard uses of capitalization; (4) demonstrate knowledge of correct English usage; (5) demonstrate the ability to distinguish complete sentences from fragments and run-on sentences; (6) demonstrate the ability to proofread a written statement; (7) write a composition to describe an object or picture; (8) write a composition to tell how to do something; (9) write an explanation of the likenesses and differences or the advantages and disadvantages of two simple ideas, objects, or places; and (10) write a composition in which a choice is made, and reasons that would support the choice and convince a specified audience are presented. Example test items are given for each objective. (GDC)

ED 263 211 TM 850 706

*Dickson, George E.; Wiersma, William*
Empirical Measurement of Teacher Performance. Research and Evaluation in Teacher Education.
**Toledo Univ., Ohio. Center for Educational Research and Services.**
PUB DATE- Jan 84
NOTE- 163p.; For related prior reports, see ED 223 552 and ED 194 540.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; *Competency Based Teacher Education; Data Analysis; *Evaluation Methods; Higher Education; Literature Reviews; *Measurement Techniques; Multivariate Analysis; Preservice Teacher Education; Profiles; Student Teachers; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *University of Toledo OH

This monograph reports a continued effort at the Univeristy of Toledo to conduct research and evaluation of an operational, competency-based teacher education (CBTE) program. The University of Toledo embarked on a measurement and evaluation effort for its CBTE program in 1975. An initial report was released in May 1980, and a second report was published in October 1982. The present monograph contains a revision of the second report and a description of the continued research efforts in the area of teacher competence and effectiveness from the CBTE perspective at The University of Toledo. It consists of six chapters. Chapter 1 introduces the context of the monograph. Chapter 2 provides a limited review of relevant literature on the subject. Chapter 3 indicates procedures for identifying teacher competencies and the classroom observation methods and instruments to do so. Chapters 4 and 5 provide two kinds of analysis--profile analysis and multivariate analysis. The final chapter, 6, establishes conclusions, makes recommendations for further action, and considers where the topic being explored is taking the College of Education and Allied Professions at The University of Toledo as well as other teacher education institutions and the profession at large. (PN)

ED 263 225 UD 024 275

# Teenage Pregnancy and Parenting Project. 1983-84 Annual Report and Evaluation.

**California Univ., San Francisco. Inst. for Health Policy Studies.; San Francisco Family Service Agency, CA.**

SPONS. AGENCY- Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- 85
NOTE- 154p.; For related document, see UD 024 064.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Counselor Role; Dropout Prevention; *Early Parenthood; Health Services; High Schools; Pregnancy; *Pregnant Students; *Program Effectiveness; Program Evaluation; Social Services; Unwed Mothers
IDENTIFIERS- California (San Francisco); *Case Management; *Teenage Pregnancy and Parenting Project CA

The Teenage Pregnancy and Parenting Project (TAPP) of San Francisco is a city-wide interagency service system coordinated by the city's Family Service Agency and Unified School District. Clients participate in pre- or post-natal service systems that provide free, personal, and continuous counseling for up to three years. Case managers identify and assess clients, plan services, link clients with needed services, monitor service delivery, and provide client advocacy. Major findings of TAPP's evaluation for 1983-84 were the following: (1) TAPP, in its third year of operation, showed an increased number (271) and type of referrals, reflecting the development of a network of professional contacts and the program's positive city-wide acceptance; (2) TAPP's Fatherhood Project, in operation since 1983, has had a significant impact in increasing the participation of adolescent fathers; (3) the majority of TAPP clients were between 15 and 17, and 67% lived with their parents; (4) of clients leaving the program in 1983-84, 25% left with "self-sufficiency" status; (5) babies born to participating teens were higher in weight than babies born to non-participating teens, but improvements in birth outcomes are still necessary; (6) significantly more female clients who were not enrolled in school at entry to TAPP attended school during pregnancy than remained dropouts; and (7) case managers were found to play a major role in the positive impact of the TAPP project. (KH)

ED 263 251 UD 024 517

*Katz, Michael B.; And Others*
The Organization of Work, Schooling and Family Life in Philadelphia, 1838-1920.
**Pennsylvania Univ., Philadelphia. Graduate School of Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
NOTE- 1,732p.
GRANT- G-9-0173
LANGUAGE- English
EDRS Price - MF15/PC70 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Curriculum; Educational Attainment; *Educational History; Educational Policy; *Educational Sociology; *Education Work Relationship; Elementary Secondary Education; Enrollment; *Enrollment Influences; *Family Life; *Labor Conditions; *Public Schools; Research Needs; School Districts; Social Development; Social Structure; United States History; Urban Demography; Work Environment
IDENTIFIERS- *Pennsylvania (Philadelphia)

Thirteen papers which analyze the relations of work, schooling and family life in Philadelphia, Pennsylvania, from 1838 to 1920, are provided in this report. The papers (and their authors) are the following: (1) "The Transition to Adulthood Among White Philadelphians, 1850-1880" (Michael B. Katz and John Modell); (2) "Work, Household, and the Transition to Adulthood" (Michael B. Katz); (3) "School Attendance in Philadelphia, 1850-1900" (Michael B. Katz); (4) "Schools, Work, and Family Life in American History: A Research Agenda" (Michael B. Katz and David Hogan); (5) "The People's College: A Sociological Analysis of the Central High School of Philadelphia, 1938-1939" (David F. Labaree); (6) "Making It in America: Work, Education, and Social Structure" (David Hogan); (7) "The Growth of Public Education in Nineteenth Century Philadelphia: Aggregate Enrollments, Attendance and Attainment" (David Hogan); (8) "Philadelphia High School for Girls, 1850-1880: Enrollment and Achievement (David Hogan); (9) "Philadelphia High School for Girls, 1901-1922" (David Hogan); (10) "Enrollment, Achievement, and Curriculum Choice in Philadelphia High Schools, 1885-1940" (David Hogan); (11) "Enrollment and Achievement at Five Philadelphia Grade Schools" (David Hogan); (12) "Data Base: School and Census Data Sets" (David Hogan); (13) "Work: Case Studies of Philadelphia Firms" (Walter Licht). (KH)

ED 263 278 UD 024 556

*Stepick, Alex*
Structural Determinants of the Haitian Refugee Movement: Different Interpretations. Occasional Papers Series, Dialogues #4.
**Florida International Univ., Miami. Latin American and Caribbean Center.**
PUB DATE- Aug 81
NOTE- 31p.
AVAILABLE FROM- Latin American and Caribbean Center, Florida International University, Miami, Florida FL 33199 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Government; *Government Role; *Haitians; Immigrants; *Public Policy; *Refugees; Social Theories
IDENTIFIERS- *Florida; Refugee Legislation

By borrowing and adapting theoretical frameworks from the structural approach to migration and the dialectical view of legal repression, this paper attempts to explain why Haitian boat people in south Florida have been so singularly persecuted and, secondly, why the government's efforts to expel the Haitians have failed. First, the study's structural approach is developed: within this framework, the Haitian population's movements are seen as fundamentally determined by economic cycles and their fate is tied to their mode of incorporation into the receiving economy. Because the boat people possess neither the human nor financial capital to create an enclave or become integrated into the primary sector, their only alternative is south Florida's relatively underdeveloped secondary labor market. The paper also analyzes the particular "push" factors in Haiti which have encouraged massive emigration, and the "pull" factors in south Florida. The latter are seen as minimal, and the relative absence of opportunities in the receiving area is said to have produced tension at the local and national levels. Locally, it is argued, anti-Haitian political authorities view the boat people as a disruptive force which destroys the community and drains public resources, while the Immigration and Naturalization Service fears that admitting Haitian refugees would set a precedent by "opening the floodgates" to immigrants from other authoritarian regimes. The paper then examines the roles played by the courts and other advocates for the rights of the Haitians (including government and church groups). The remainder of the paper presents an overview of efforts to formulate policy and legislation in response to the growing influx of Haitians to the United States in the late 1970s. A conclusion characterizes government's responses to this issue as contradictory and inconsistent. (KH)

ED 263 292 UD 024 570

Children in Poverty.
**Library of Congress, Washington, D.C. Congressional Research Service.**
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Congressional Budget Office.; Congress of the U.S., Washington, D.C. House Committee on Ways and Means.
REPORT NO.- WMCP-99-8
PUB DATE- 22 May 85
NOTE- 688p.; For related document, see UD 024 566.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Children; Demography; *Economic Factors; Economic Opportunities; Employment; Family (Sociological Unit); *Federal Programs; *Government Role; Labor Market; Policy Formation; *Poverty; Public Policy; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children

This study was requested (by Representatives Charles B. Rangel and Harold Ford) in August 1984, to explore the factors which influence the poverty rate among children. Researchers were asked to examine demographic trends, economic factors, government policies, and other phenomena which could help explain why, despite increased government expenditures, the poverty rate among children has risen. Policy options to reduce poverty among children were also examined.

Part I of the report explores trends and policy from 1959-1984, including the definition, description, and dynamics of poverty; how household composition affects poverty among children; family income; unemployemnt and income distribution; and government transfer spending. Part II concerns policy options to reduce poverty among children and discusses the incidence of poverty among children; government policy in designing and administering aid; options for cash and in-kind transfer programs; nutrition, welfare, educational and other service options to deal with the effects of poverty; and options for improving employability. Part III concerns the costs and effects of expanding the Aid to Families with Dependent Children (AFDC) programs, and describes and analyzes expansion proposals, benefit levels, extending benefits to two-parent families; increasing deductions from income liberalizing asset restrictions, reducing states' financing shares for increases in AFDC benefits, and the costs and effects of enacting the package of proposals. Extensive appendices provide additional details about programs and background information; statistical tables and charts are also included. (CG)

ED 262 966　　　　　　　　　　　　SE 046 058

*Sealey, Jean*
Remediation. R&D Interpretation Service Bulletin: Mathematics.
**Appalachia Educational Lab., Charleston, W. Va.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 7p.; Portions are printed on colored background.
CONTRACT- 400-83-0001-P7
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computation; Educational Games; *Elementary School Mathematics; Elementary Secondary Education; *Error Patterns; *Grouping (Instructional Purposes); *Mathematics Instruction; *Remedial Instruction

Some possible reasons why remediation is needed in mathematics instruction are presented. The need to diagnose the problem and then provide appropriate, effective remediation is discussed. Four guiding principles for diagnosis are presented, followed by six questions covering hypotheses about the source of the difficulty. Suggestions are then given for remedial work on errors with basic facts and on computational procedures. The game of "Multivision" is included. Finally, grouping for remediation is discussed. (MNS)

ED 262 996 SE 046 210

*Raat, Jan H.; And Others*
Girls And Science And Technology (GASAT). Contributions to the Conference (1st, Eindhaven, The Netherlands, November 9-13, 1981). Volume 2.
**Eindhoven Univ. of Technology (Netherlands).**
REPORT NO.- ISBN-9066-56-503-9
PUB DATE- Dec 81
NOTE- 282p.; For related documents, see SE 046 209 (Volume 1) and SE 046 211 (Volume 3).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Attitude Change; Curriculum Development; Elementary School Science; Elementary Secondary Education; *Females; Higher Education; Instructional Materials; *Science Education; *Science Instruction; *Secondary School Science; Sex Bias; *Sex Differences; Sex Stereotypes; Teaching Methods; *Technology

This document contains the full text of 21 papers presented at an international conference on Girls And Science And Technology (GASAT). They include: "Women in Science and Engineering: A Case of Awareness and Encouragement" (Mary Anderson); "A Multi-phased Program for Recruiting Southern Women into Science Based on Extensive Media Use and Interaction with Suitable Role Models" (Ruth Cade and Robert Cade); "Project Seismic" (Deanna Chitayat); "Loughborough University Women in Engineering Project" (G. E. Chivers); "The Science Education of Girls in Canada: A Strategy for Change" (Janet Ferguson); "To Attract and Hold Young Women's Interest in the Physical Sciences (So That They Can Achieve Success Equal to That of Young Men)" (Lucile Fink); "Report of Science Examinations and the Type of School" (Jan Harding); "Consequences for Science Education Based on Results of Girls' Learning Interest" (Lore Hoffman); "A Description of the Science Career Workshop Project for Women in Science" (Don Low); "Girls and Physics Textbooks in the HANDROVER-Project" (Ilja Mottier); and "The CHANGING ATTITUDES Project" (Isabel Romao). Additional papers on related topics are by Carol Niznik, Ineke de Raaff, Jan Raat, Doris Simonis, Barbara Simpson, Svein Sjoberg, Barbara Smail (with Judith Whyte and Alison Kelly), Gerrit Verkerk, Mathieu Dumont, and Lena-Pia Lindholm. (JN)

ED 263 026 SO 016 505

*Kriesberg, Martin*
World Food Security and Insecurity, 1974-84.
PUB DATE- Mar 85
NOTE- 19p.; Paper presented at the Annual Conference of the International Studies Association (26th, Washington, DC, March 5-9, 1985). For related document, see SO 016 506.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Production; Developed Nations; *Developing Nations; Economic Development; Economic Factors; Economic Progress; *Food; *Futures (of Society); Government (Administrative Body); Government Role; *Hunger; Nutrition; *Poverty; Productivity; Technological Advancement; *World Problems
IDENTIFIERS- World Food Conference (1974)

In the decade since the World Food Conference of 1974, increased attention has been directed to the problems of world food security. The emphasis on technologies of production, while important, have not sufficed. Two major shortcomings of the World Food Conference and the efforts it stimulated were (1) the failure to recognize the relationship between poverty and food insecurity and (2) the failure to view national and household food problems within a larger framework of food systems. The harsh realities of this situation are that there are governments in some developing countries that are corrupt or incompetent and place a higher priority on political security than food security. Moreover, some developing countries lack the natural or human resources to develop and sustain economies in which most of the populace will have income adequate for purchasing adequate food. Finally, food aid cannot sustain the kind of activities which will alter the effects of pervasive poverty. On the positive side, a number of factors show promise for improving food security. These are the fact that there are enough resources in the world to feed its people, public programs can help subsistence farmers, and with current knowledge it is possible to devise national food sector strategies. (LP)

ED 263 041 SO 016 886

*Kaderabeck, Elizabeth A.*
The Japanese Automobile Worker: A Microcosm of Japan's Success.
PUB DATE- 81
NOTE- 62p.; Partial funding received from the Japan Institute for Social and Economic Affairs. Newspaper reproductions may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Asian Studies; Buddhism; Comparative Analysis; Cross Cultural Studies; Cultural Awareness; Economic Development; Economic Factors; *Economics; Employer Employee Relationship; Employment Practices; Global Approach; *Industrial Structure; *Industry; Instructional Materials; Learning Activities; Secondary Education; Social Studies; *Success; Units of Study
IDENTIFIERS- *Automobile Workers; *Japan

A teaching unit on the Japanese automobile worker was developed from a compilation of on-site interviews with Japanese company managers and production line employees, and official publications of the Japanese car industry. The unit is designed to present a balanced picture of Japan's economic success and labor relations and to develop global understanding. Material is divided into two main sections. Section one contains an essay presenting the author's view of Japan as a case study of Buddhist economics. Section two consists of four lessons which carry the students from a general overview of the Japanese economy to a specific detailed look at the Toyota Motor Company as an example of this economic system. Specific lesson titles are: Japan Information Inventory, Japan through Graphs and Charts, Toyota Spirit and Ideas, and Toyota Employee Profiles. Teachers' instructions as well as all student handouts are provided. Separate sections cover concluding activities, continuation activities, and a bibliography. (LP)

ED 263 107 SP 026 881

A Tool for Assessing and Designing a K-12 Physical Education Program.
**Iowa State Dept. of Public Instruction, Des Moines.**

PUB DATE- 85
NOTE- 63p.; Use of colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Physical Education; Physical Fitness; *Program Development; *Program Evaluation

This document provides school district personnel with a self-assessment tool that can be used as a guide or resource when undertaking the development, revision, or evaluation of the physical education curriculum. The tool includes suggestions and sample program content. Because physical fitness is the unique contribution of physical education to the educational program in the schools, it is represented and promoted in two ways: (1) integrated into program content; and (2) as special units such as physical fitness testing, aerobics, or weight training, thus providing in-depth experiences in fitness development, maintenance and knowledge acquisition. Sections of the document include: (1) introductory materials; (2) philosophical considerations; (3) legal authority for physical education; (4) program assessment; (5) student performance expectations; and (6) scope, sequence and time allotment. Sample forms are appended as well as physical education expectations for each grade level. (JD)

ED 263 121 TM 850 555

*Phillips, Gary W.*

Use of Path Analysis and Path Diagrams as a Means of Understanding Regression, Factor Analysis, and Other Linear Structural Relations (LISREL) Models.

PUB DATE- Mar 82
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Estimation (Mathematics); Factor Analysis; *Mathematical Models; *Matrices; *Path Analysis; *Regression (Statistics); Statistical Studies
IDENTIFIERS- *Linear Models

The usefulness of path analysis as a means of better understanding various linear models is demonstrated. First, two linear models are presented in matrix form using linear structural relations (LISREL) notation. The two models, regression and factor analysis, are shown to be identical although the research question and data matrix to which these models are applied are different. The second section demonstrates how path analysis may be used to enhance understanding of these models; path analysis more clearly reveals their similarity than expectation algebra. Finally, path analysis is applied in complex LISREL models, with an example of matrices rather than scalars. A two-wave multitrait, multiple indicator longitudinal LISREL model is used. (GDC)

ED 262 951 RC 015 532

*Sanchez-Orozco, Rebecca*
Texas Association of Chicanos in Higher Education (TACHE) Directory, 1985.
**Texas Association of Chicanos in Higher Education.**
PUB DATE- 85
NOTE- 38p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Faculty Organizations; *Higher Education; *Mexican Americans; *Nonprofit Organizations; *Professional Associations; Professional Personnel
IDENTIFIERS- *Chicanos; Texas; *Texas Association of Chicanos in Higher Education

The Texas Association of Chicanos in Higher Education (TACHE) is a non-profit professional association committed to improvement of educational opportunities for Americans of Mexican ancestry. It is an association for educators, researchers, administrators, and students in higher education. The 1985 directory lists the 226 association members, including name, membership status (professional, associate, or student), highest academic degree attained, present positions, address, telephone number, and area of expertise or college major for each member. Members are listed alphabetically under one of seven regional divisions: central, far west, gulf, northeast, plains, south, and out-of-state. Names of TACHE officers and entries for the 13 institutional members are included. (NEC)

ED 263 012 SE 046 228

*Cahill, Bruce, Ed.*
Science Education in Asia and the Pacific.
**United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.**
REPORT NO.- BKR/84/M/154-4075
PUB DATE- Jun 84
NOTE- 583p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Practices; Educational Research; Elementary Secondary Education; Nonformal Education; Science Curriculum; *Science Education; *Science Instruction; Science Programs; *Teacher Education; *Technology
IDENTIFIERS- *Asia; *Pacific Region

This bulletin presents reports on science and technology education in the countries of the Asia and Pacific region. The first section is composed of an introduction which defines science and technology and how it is dealt with both within and outside the formal education system. It also summarizes the highlights of science and technology education in the 24 countries represented in the bulletin. Section two (which comprises the major portion of the document) describes science/technology programs, teacher education, research, innovations, educational systems, and other topic areas for these countries: Afghanistan; Australia; Bangladesh; China; India; Indonesia; Iran; Japan; Lao People's Democratic Republic; Malaysia; Maldives; Mongolia; Nepal; New Zealand; Pakistan; Papua New Guinea; Philippines; Republic of Korea; Singapore; Socialist Republic of Viet Nam; Sri Lanki; Thailand; Turkey; and the Union of Soviet Socialist Republics. Section three consists of papers describing some experiences in developing programs for achieving the objectives of science education for all and the future needs of science for all. The fourth and last section is a bibliography on science education in Asia and the Pacific region. Entries are arranged by year and alphabetically by country. (JN)

ED 263 167 TM 850 652

*Lane, David S., Jr.; Newman, Dianna L.*
Investigating the Relationship between Field Independence-Dependence and Conditional Reasoning Performance within an Effective Instructional System.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Cognitive Processes; *Cognitive Restructuring; *Field Dependence Independence; Higher Education; *Intervention; *Logical Thinking; *Perception Tests; Retention (Psychology); Undergraduate Students
IDENTIFIERS- Group Embedded Figures Test (Witkin); Syllogisms

College undergraduates (n=44) were given a measure of field independence-dependence prior to receiving instruction in conditional reasoning. Instruction incorporated various aspects of an earlier effective instructional system that was adapted for present learners and was incorporated into a larger, more typical classroom group. Results indicated conditional reasoning performance increased following instruction and was maintained after two weeks. There was a positive but non-significant relationship between field independence-dependence and conditional reasoning. However, examination of the beta weight for covariances (B=.23) does indicate a positive relationship between the two variables. This suggests that lack of support in this study may be because of statistical power. It is possible that with a larger sample or more extensive tests of conditional reasoning and field independence-dependence a significant relationship would be found. It is also possible that due to the apparent difficulty of conditional reasoning, learners fail to see or use their respective field independent-dependent strategy when dealing with the syllogism used. (Author/PN)

ED 263 182                                    TM 850 672

*Claus, Richard N.; Girrbach, Charmaine J.*
How Evaluators Can Help Foster More Effective Schools.
**Saginaw Public Schools, Mich.**
PUB DATE- 17 Oct 85
NOTE- 62p.; Paper presented at Evaluation 85, the joint meeting of the Canadian Evaluation Society, Evaluation Network, and the Evaluation Research Society (Toronto, Ontario, October 17-19, 1985). "How to Diagnose Group Problems" by Leland P. Bradford, et al, from Adult Leadership Journal, removed due to copyright restrictions.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; Educational Research; Elementary Secondary Education; Evaluation Methods; *Evaluators; *Participative Decision Making; School Districts; *School Effectiveness; School Surveys
IDENTIFIERS- *Saginaw City School System MI; *Saginaw Successful Schools Project

The Saginaw Successful Schools Project (SSSP) is a structured process through which school staffs can cooperatively identify and address their most needed areas for improvement. It is a structured approach that integrates group process principles of participation in decision making with solid research on instructional and school effectiveness. Five assumptions underlie SSSP: (1) the school building is the key unit for change; (2) the school's organizational climate influences the success of improvement efforts; (3) the point of departure for school improvement is instructional effectiveness and school effectiveness research; (4) school staff members play key roles in determining the nature and direction of improvement efforts; and (5) ownership and commitment to improvement are natural consequences of shared planning and decision making. The following materials are included: The School Improvement Survey; School Improvement Profile for an Individual; guidelines for administering and scoring the School Improvement Survey; School Improvement Commitment Sheet and an explanation and directions for administering; background materials on process for building assistance teams; SSSP--School Improvement Survey analysis strategies; interpreting building profiles and setting priorities; and developing building level program plans. (PN)

ED 263 197 TM 850 688

*Christensen, James E.*

# Educational Research with an Educological Perspective.

PUB DATE- 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Education; Early Childhood Education; *Educational History; *Educational Research; Elementary Secondary Education; Epistemology; *Inquiry; *Observation; Postsecondary Education; Questioning Techniques; Research Needs
IDENTIFIERS- *Analytical Methods; *Dependent Variables; *Educology; Empirical Analysis; Empirical Methods

The educological perspective treats the educational process as a dependent variable and other factors or processes as independent variables. Educological inquiry can be of at least three kinds, depending on the logic of inquiry implied by the questions which are posed in the inquiry: analytic, normative, or empirical. Successful educological inquiry either affirms, disaffirms, or adds to the existing fund of recorded propositional knowledge about the educational process. That fund of knowledge is properly named educology. The educational process upon which educological inquiry focuses is one in which someone teaches and someone studies some content within some social and cultural milieu. The basic elements or components of the process are teacher, student, content, and setting. Its derivative components include intentions, methods, styles, resources, and language used by teachers and students. Educology is the fund of recorded propositions about the educational process. One can study educology, and from this study, extend knowledge about the educational process to produce descriptions, explanations, and predictions of extant educational phenomena. (PN)

ED 263 239                                                UD 024 503

Human Relations Training Handbook. Transitional Black Women's
Project.
**Atlanta Univ., GA. Women's Inst. for the Southeast.**
SPONS. AGENCY- Women's Educational Equity Act Program (ED),
Washington, DC.
PUB DATE- 83
NOTE- 67p.; For related documents, see UD 024 502-505.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Blacks; Career Development; *Disadvantaged; Employment;
Employment Interviews; Equal Education; *Females; *Human Relations;
Interpersonal Competence; Job Applicants; Low Income; Problem
Solving; Questionnaires; *Racial Discrimination; Role Conflict;
Role Models; *Self Concept; *Sex Discrimination; Sexual Harassment;
Underemployment; Unemployment
IDENTIFIERS- Transitional Black Womens Project GA

This handbook provides 25 hours of training in human relations skills for transitional black women (the population of women who are underemployed, unemployed, undereducated, poor, or unaware of educational or occupational opportunities available to them). The purpose of the training is to emphasize image building and human relations skills as well as technical knowledge, in order to combat the double discrimination of sexism and racism under which transitional women labor in their search for employment and educational equity. The curriculum is designed with two basic assumptions in mind: (1) in order to be effective, human relations training must focus on dispelling dysfunctional images and reinforcing positive value systems; and (2) skills taught to these women during the workshops should also be used by those dealing with them (employers, social workers, family). The training program addresses job related problems of these women, focusing on three stages: (1) assessment of and changes in individual self-concepts and socially derived stereotypes that impede progress in achieving educational equity and occupational satisfaction; (2) presentation of concepts, information, and knowledge that aid in the removal of these impediments; (3) exploration of human relations skills and techniques that enhance success. The training method utilizes the small group counseling model and group dynamics process. The handbook includes information about publicizing, organizing, operating, and evaluating the training programs for administrators. Plans for ten sessions are given, along with evaluation instruments and a brief bibliography. (CG)

The Federal Response to Youth Unemployment: Too Little for Too Few. A Report on the Effects of the Job Training Partnership Act on Youth Employment Programs in New York City, 1984.

**Interface, Inc., New York, N.Y.**

SPONS. AGENCY- Robert Sterling Clark Foundation, Inc., New York, N.Y.
PUB DATE- May 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economically Disadvantaged; Employment Programs; *Federal Aid; *Job Training; Remedial Instruction; Unemployment; Work Experience Programs; *Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982; *New York City Department of Employment

To assess the impact of the Job Training Partnership Act (JTPA) on youth employment and training, an examination of its implementation in New York City was undertaken. This study focused on the training, educational, and support activities in the local JTPA during the program's first year (1984-5), with special attention paid to the effects of major aspects of JTPA, such as: funding limitations; type of services and restrictions on allowable expenditures; performance standards; and links with educational and social services. Most of the study data came from a series of interviews conducted with 31 of the agencies (serving 79% of all of the 16 to 21 year old participants) funded by the New York City Department of Employment (DOE) to provide youth employment and training activities, and from summary statistics provided by DOE. Overall, it was found that DOE has managed its limited resources under JTPA very effectively, especially considering the serious constraints on services built into the legislation, and in comparison with the results from other Service Delivery Areas around the country. The outstanding exception to DOE's performance record has been its failure to meet its goals to serve some of the highest-risk populations of youth: welfare recipients, dropouts, teenagers and young men unprepared for classroom training. To make its JTPA programs more effective, DOE should: (1) institute needs-based payments rather than across-the-board equal stipends; (2) expand funds for remedial programs; (3) develop alternative youth competencies as performance measures; (4) provide incentive payments to programs serving those most at risk; and (5) expand work experience and other one-the-job training programs. (KH)

ED 262 967 SE 046 059

*Plummer, C. M.*
Ocean Prospects: A High School Teacher's Guide to Ocean-Related Topics.
**Virginia Inst. of Marine Science, Gloucester Point, Va.**
SPONS. AGENCY- Year of the Ocean Foundation, Washington, DC.
PUB DATE- 85
NOTE- 17p.; Guide was produced by the Sea Grant College Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; *Marine Education; Mining; Ocean Engineering; *Oceanography; Organizations (Groups); Periodicals; *Resource Materials; Science Careers; Science Education; *Secondary School Science; Water Pollution; *Water Resources

Provided in this guide are resources for these 11 topics: the physical/geological ocean; the chemical/biological ocean; the ocean's coasts; fishing and aquaculture; tourism, recreation, and development; mining and drilling; research and exploration; maritime and military; ocean technology; pollution; and resource management. These resources include: (1) an overview of the topic; (2) a list of references and resource materials (such as curriculum guides, activities, books, pamphlets, films, and books); (3) a list of careers related to the topic; (4) a list of periodicals related to the topic; and (5) action items (suggested activities for students and teachers to complete). Also listed are additional resources, including periodicals, special resources (indicating organizations and the types of materials/services they provide), organizations for students, and two sources for obtaining career information guides. Materials under $5 are noted. (JN)

ED 262 982 SE 046 195

Engineering Design: A Case-Study of TEC Curriculum Development. A Summary Document.

**Further Education Unit, London (England).**

REPORT NO.- ISBN-0-946469-57-1
PUB DATE- Jul 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Design; *Engineering; *Engineering Education; Higher Education; *School Business Relationship
IDENTIFIERS- *Engineering Curriculum; *Engineering Design

The main points made in a larger case study report of Technician Education Council (TEC) curriculum development in engineering design are summarized in this document. It includes background to the setting up of a Committee for Engineering Design by TEC, with a remit to produce guidelines and model programs for a Higher National Certificate for technician designers. Because of dissention about this committee from various TEC committees, TEC agreed to monitor the progress of this new scheme. College programs were developed and approved on time, and eight colleges (mainly polytechnics) ran the programs as pilots. The processes by which the curriculum was developed and launched comprised phase one of the study; the ways in which the programs were taught, learned, and received comprised phase two. Although there were, inevitably, problems and conflicts, the pilot programs were generally successful and were well received by students and employers. The nature of curriculum, with its emphasis on design studio work, its cross-disciplinary approach, and the need to introduce computer-assisted design, posed problems for tutors and course designers. These and other problems were more or less overcome and the enterprise was generally a success. (JN)

ED 263 058 SP 026 651

*Scott, Phebe M.*

Professional Preparation in Physical Education 1930-1959.

PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance, (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Educational History; Health Education; Higher Education; *Physical Education Teachers; *Preservice Teacher Education; Recreation; *Teacher Education Curriculum; Womens Athletics

An overview is given of the progress of physical education teacher education from 1930 through 1959. The teaching of physical education gained the status of a profession during the 1930's, when normal schools were expanded into teachers colleges and four year teacher preparation programs. The curriculum changed from rigid physical training programs to more flexible programs with individual choices emphasizing methodology, fundamental science, psychology, and health. During the war years, enrollment in physical education declined; when enrollment rose after the second world war, conflict arose regarding the emphasis on the component of fitness, which some professionals considered too narrow. Conferences were held to address this issue and others, including womens' athletics and the recreation component. In the 1950's, graduate programs grew, as did specialization within the physical education field. The 1930's, 1940's, and 1950's were the years for the maturing of professional preparation programs in physical education. (CB)

*Lang, H. R.; Schaller, J.*
Secondary Teacher Education, University of Regina: Responding to the Call for Reform.
**Regina Univ. (Saskatchewan). Faculty of Education.**
PUB DATE- Apr 85
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Higher Education; *Preservice Teacher Education; *Program Development; *Program Improvement; *Secondary School Teachers

The focus of this paper is on the new Secondary Teacher Education Program at the University of Regina, Saskatchewan, Canada. The authors draw program inferences from a review of the literature on teacher education reform and present a brief history of the development of the program. A description is given of the program that has been initiated, and an analysis of forces for and against the program change which took place is presented. The appendices include: (1) a comparison of review of literature inferences and recommendations of the Task Force on Secondary Education, University of Regina; (2) objectives of the secondary teacher education program and year-by-year program goals; and (3) comparison of review of literature inferences and characteristics and operational elements of the Secondary Teacher Education Program. (JD)

ED 263 091 SP 026 764

*Kimball, Roland B.*
An Evaluation of a Private Sector Initiative to Support Public Education.

PUB DATE- 24 Jul 85
NOTE- 16p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; *Learning Strategies; *Problem Solving; *School Business Relationship; Summer Programs

A description is given of a Summer Critical Skills Institute program developed under the aegis of a number of private corporations in conjunction with several educational agencies. This program provides opportunities for teachers to learn how to foster students' problem solving abilities. The teachers, working directly with young learners and supervised by master teachers, are introduced to an approach called "Learning by Real Problems." Learners are confronted with problems of complexity sufficient to demand high order thinking skills, yet realistic in terms of the situation and the maturity of the learners. Because this learning model functions within the work setting of the sponsoring corporations, it represents an approach to school learning that the corporations are ready to support. (JD)

ED 263 108 SP 026 898

*Robinson, Virginia*
Making Do in the Classroom: A Report on the Misassignment of Teachers.
**American Federation of Teachers, Washington, D.C.; Council for Basic Education, Washington, D.C.**
REPORT NO.- ISBN-0-931989-27-2
PUB DATE- 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Faculty Workload; *State Standards; Teacher Certification; *Teacher Distribution; Teacher Effectiveness; *Teacher Qualifications

This report outlines the parameters within which teacher misassignment or out-of-field teaching can occur in the United States. Information is provided on results of a telephone survey collected between December 1984 and February 1985 to certification and accreditation officals in state education agencies in an attempt to discover the extent of teacher out-of-field assignments. Results from all 50 states are offered. Articles are included describing the practice of teacher misassignment in specific states and schools. Included in the discussion are reflections on the pressures leading administrators to misassign staff, some of the results in the classrooms, and efforts to regulate and reform the practice. (JD)

ED 263 153 TM 850 635

Mathematics Objectives and Measurement Specifications, 1986. Grade 7. Texas Educational Assessment of Minimum Skills.

**Texas Education Agency, Austin. Div. of Educational Assessment.**

REPORT NO.- GE5-442-03
PUB DATE- 85
NOTE- 32p.; For a related document, see TM 850 634.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Assessment; *Educational Objectives; *Elementary School Mathematics; Grade 7; Junior High Schools; *Mathematics Skills; *Minimum Competencies; Minimum Competency Testing; State Programs; *State Standards; Test Construction; Testing Programs; Test Items
IDENTIFIERS- *Test Specifications; *Texas Educational Assessment of Minimum Skills

The mathematics learning objectives contained in this volume and the measurement specifications are congruent with Texas law. These objectives are provided for teachers and test developers involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests will be based on these objectives: (1) add and subtract fractions with like or unlike denominators; (2) add subtract, and multiply decimals; (3) solve two-step word problems using the basic operations with whole numbers; (4) solve two-step word problems using addition, subtraction, and multiplication with decimals; (5) convert decimals or percents to equivalent forms; (6) identify common geometric terms and figures; (7) find the perimeter of polygons; (8) convert measurements within either the metric or customary system of measurement; (9) use information from charts or graphs to solve word problems; (10) solve one-step equations; and (11) determine the number of possible outcomes for a given situation. Example test questions are given for each objective. (GDC)

ED 263 252 UD 024 518

*Kodama-Nishimoto, Michi; And Others*
Hanahana: An Oral History Anthology of Hawaii's Working People.
**Hawaii Univ., Manoa.**
REPORT NO.- ISBN-0-8248-0895-9
PUB DATE- 84
NOTE- 190p.
AVAILABLE FROM- University of Hawaii Press, 2840 Kolowalu Street, Honolulu, HI 96822 ($15.95 incl. postage).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ethnic Groups; *Family History; *Hawaiians; *Laborers; *Life Style; *Oral History; Personal Narratives; *Social Experience; United States History
IDENTIFIERS- *Hawaii

The Ethnic Studies Oral History Project of the University of Hawaii recorded and preserved interviews with 250 older Hawaiian working people and selected the 12 most representative life narratives to make up this book. According to an introduction, the 12 were chosen for their portrayal of everyday life and work, their articulation of attitudes and feelings, and the documentation of major historical events as experienced and perceived by them. Representing the values and lifestyles of different communities, the personal narratives comprise four chapters. The oral histories of Ida Kanekoa Milles, with an Hawaiian upbringing in isolated Nahiku, Maui, and Nelson Ah Hoy Chun, a rice and taro farmer in the Big Island's Waipio Valley, are contained in Chapter 1, "In the Country." Eleanor Heavey, from Honolulu's working-class district, Kakaako, and Usaburo Katamoto, who built boats on the waterfront, follow in Chapter 2, "In the City." Chapter 3, "On the Plantation," features Lucy and Seraphine "Slim" Robello, a second-generation sugar plantation family; Adam Holmberg, a locomotive brakeman; Cresencia and Pedro Ponce, participants in the 1924 Filipino Strike; and Emigdio Cabico, a plantation store clerk. Violet New Zane, a storekeeper in Lower Paia, Maui, and Osame Manago, the owner of a hotel in Captain Cook, Kona, Hawaii, are featured in the concluding chapter, "In the Small Town." A glossary of non-English words used by the interviewees is appended. (KH)

ED 263 279 UD 024 557

*Escovar, Luis; Escovar, Peggy L.*
Comparison of Childrearing Practices of Anglos, Cuban-Americans, and Latin Americans. Occasional Papers Series, Dialogues #5.
**Florida International Univ., Miami. Latin American and Caribbean Center.**
PUB DATE- Jul 82
NOTE- 44p.
AVAILABLE FROM- Latin American and Caribbean Center, Florida International University, Tamiami Campus, PC 237, Miami, FL 33199 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; Cross Cultural Studies; Cubans; *Cultural Differences; Hispanic Americans; *Latin Americans; *Parent Child Relationship; *Parent Role

In this report perceived childrearing practices among three cultural groups (American Anglos, Cuban Americans, and Latin Americans) were compared. Subjects were 445 college students (168 males and females from universities in Colombia and Venezuela, and 154 from a university in South Florida). A multivariate analysis of covariance was used to determine group differences for 16 parent practices variables while controlling for the effects of social class. The parent practices variables were clustered under six general dimensions: support, achievement, protectiveness, punishment, consistency, and contingency. Results of the study suggested that Anglo parents are perceived by their offspring as using more physical punishment, probably because their threats more consistently result in actual physical punishment, whereas Hispanic and Latin parents may make more use of threats but are less likely to follow them with actual punishment. In the achievement dimension, Anglo mothers were perceived as significantly lower than the other two groups in the use of achievement pressure, and Cuban-American fathers were perceived as significantly higher. Both Latin American mothers and fathers were perceived as using contingent rewards and punishment significantly more often than their Cuban American and Anglo counterparts. In the support dimension, no differences were found between the three groups, indicating that all subjects tended to perceive both their mothers and fathers as equally supportive in all three cultural groups. Finally, the results of this study offer indirect support for the notion of childrearing as cultural adaptation: Cuban American mothers, it was found, resemble Anglo mothers in their childrearing practice more than they resemble Latin mothers. (KH)

ED 262 997 SE 046 211

*Raat, Jan H.; And Others*

Girls And Science And Technology (GASAT). Congressbook: Backgrounds and Emphases of the Conference (1st, Eindhaven, The Netherlands, November 9-13, 1981).

**Eindhoven Univ. of Technology (Netherlands).**
REPORT NO.- ISBN-9066-56-504-7
PUB DATE- Sep 82
NOTE- 97p.; For related documents, see SE 046 209 (Volume 1) and SE 046 210 (Volume 2).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Practices; Elementary School Science; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; Science Education; *Science Instruction; *Secondary School Science; Sex Bias; *Sex Differences; Sex Stereotypes; Teacher Education; *Technology

The project on Girls and Science and Technology (GASAT) consists of bringing together individuals involved in research and development projects to examine ways to increase the participation of girls and women in science and technology education, by organizing international conferences. This seven-part document provides: (1) a discussion of the GASAT problem leading to the first international GASAT conference (considering causes of the GASAT problem and other topics); (2) the opening conference address by Bernardijn ten Zeldam (deputy secretary-general of the Dutch Ministry of Education); (3) a discussion of schooling in the Netherlands, England and Wales, Sweden, Norway, Federal Republic of Germany, Portugal, Canada, and the United States; (4) descriptions of initiatives taken in these countries to resolve the GASAT problem; (5) summaries of working group suggestions/recommendations related to teacher education, support activities for women and girls, and curriculum and teaching materials; (6) a consideration of future directions; and (7) a 14-page bibliography of publications cited by GASAT participants in their contributions to the conference and judged to be of relevance to the subject. (JN)

ED 263 027 SO 016 506

*Farrell, Kenneth R.*
World Food Security and Insecurity, 1984-2000.
PUB DATE- Mar 85
NOTE- 18p.; Paper presented at the Annual Convention of the International Studies Association (26th, Washington, DC, March 5-9, 1985). For related document, see SO 016 505.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Production; *Agricultural Trends; Developed Nations; Developing Nations; Economic Development; Economic Factors; Economic Progress; *Food; *Futures (of Society); *Hunger; Nutrition; Population Growth; Population Trends; Poverty; Productivity; *World Problems
IDENTIFIERS- Supply and Demand

Effective economic demand, rather than resource constraints, will continue to be the dominant limiting factor in improving the security of world food supplies between now and the year 2000. The global demand for food will continue to grow but the rate of growth is declining in virtually all regions, easing the pressure on agricultural resources. The largest relative increases will be in the developing world while demand in the developed world is leveling off because of low population growth and the approaching satiation of demand for livestock products. All regions except Sub-Saharan Africa will meet the increased demand for food supplies out of increased domestic production. In the developing countries, population growth and productivity growth will set the pace for food consumption. In most of these countries, sustained and balanced economic growth will not be possible without a strong emphasis on agriculture. In low income countries, major efforts to increase food production are essential. The greatest improvements in food consumption are predicted for North Africa, the Middle East, and East Asia. Market instability is likely to remain a serious problem as is chronic undernutrition among the poorest peoples. (LP)

ED 263 042 SP 025 764

Tomorrow's Teachers.
**Applied Systems Inst., Inc., Washington, DC.**
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 25 Oct 84
NOTE- 48p.
CONTRACT- 300-83-0160
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Career Choice; College Freshmen; *College Students; Higher Education; Minority Groups; *Student Characteristics; Student Financial Aid; Teacher Supply and Demand; *Teaching (Occupation)

The issue of the teaching profession's drawing power was addressed By examining differences between college students who said they were planning to teach and those who selected other careers. The teacher candidate population included all entering freshmen who said they planned to become teachers whether or not they planned to major in education. The study focused on students at the beginning of the freshman year, and in follow-ups, at the end of the sophomore year and the end of the senior year. Data from the Cooperative Institutional Research Program (CIRP) on entering freshmen were examined for selected years, 1974 through 1983. The variables used in the analysis included gender, race, academic characteristics, attitudes toward career choice, and financial characteristics. Findings indicated: (1) Potential teachers did not differ significantly from the general college population as measured by high school and college grade point average; (2) Teacher candidates were not as driven toward material success as other students; (3) More high-ability minority students were choosing non-teaching careers; (4) There has been no decline in the percentages of academically able women and minorities who enter teaching; and (5) Today's teachers come from lower income groups, attend lower cost schools, and tend to use grants rather than loans to pay for their education. (JD)

ED 263 122 TM 850 556

*McLarty, Joyce; And Others*

Using Multiple Data Sources in Teacher Evaluation.

PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL. April 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; *Data Collection; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluators; Interviews; *Occupational Tests; Peer Evaluation; Portfolios (Background Materials); Questionnaires; State Programs; Student Evaluation of Teacher Performance; Teacher Behavior; *Teacher Evaluation; *Teacher Promotion; Teaching Skills; Test Construction
IDENTIFIERS- *Tennessee Career Ladder Program

The Tennessee Career Ladder Evaluation system, which uses a multiple data source approach to assessment, was developed to identify excellent teachers. It is used to determine whether or not the teacher should receive increasing career benefits. Evaluation data are generated by three evaluators, the teacher candidate, the school principal, three peer teachers, and twenty or more students. Extensive review was used in generating six categories of teacher competency: planning; instructional strategies; evaluation, classroom management; leadership; and effective communication. Items were field tested in different types of data collection: classroom observation; interviews with teachers and principals; questionnaires for students and peer teachers; portfolio rating; a written test; and evaluator judgement. Results from each instrument were analyzed separately and then reanalyzed as part of the set. Intercorrelations were low, confirming that each source measured different viewpoints or aspects of performance. The resulting scores were reduced to a smaller number of scores, and then weighted. It was concluded that the multiple data source system was difficult and expensive to build, relatively inflexible, and complicated to explain. However, it provided a thorough and equitable evaluation, was relatively stable, and was logical. (GDC)

ED 263 138 TM 850 609

*Pinto, John N.; And Others*

Concurrent Validity Study of the Computer Attitude Scale (CAS).

PUB DATE- 2 May 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association, (Chicago, IL., May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Attitude Measures; *Computer Literacy; Correlation; *Performance Factors; Predictive Measurement; *Programers; Screening Tests; Self Evaluation (Individuals); *Test Validity; Vocational Evaluation
IDENTIFIERS- Computer Attitude Scale

A concurrent validity study of the Computer Attitude Scale (CAS) was undertaken to index criteria-related validity through available performance evaluation data of 47 computer programmers and operators at a large, Midwest public utility organization. A Pearson product-moment correlation coefficient of CAS scores with performance evaluations indicated high validity of the instrument. In agreement with prior research findings, both age and sex are significantly related to CAS scores. The results confirmed the hypothesis that computer attitudes and performance are linked. Implications of the results are discussed with regard to the use of the CAS as a screening/placement and training instrument. (Author/PN)

ED 263 212 TM 850 707

*Perlman, Carole L.*
Results of a Citywide Testing Program Audit in Chicago.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Cheating; *Educational Testing; Elementary Education; Error Patterns; *Junior High Schools; Program Evaluation; *Public Schools; School Districts; Scores; Standardized Tests; Testing Problems; Testing Programs; Validity
IDENTIFIERS- *Chicago Public Schools IL; Iowa Tests of Basic Skills; Test Reporting; Test Rescoring; Test Score Variance; *Test Security

Due to a concern regarding the validity of Chicago public elementary schools standardized test scores on the Iowa Tests of Basic Skills, a test audit was conducted. The audit was limited to 40 schools. Two schools were selected from each of the 20 administrative districts, with each school testing one seventh- and one eighth-grade class. These schools did not constitute a representative sample but were chosen because of possible anomalies. Other schools were retested to lend geographical balance to the sample and to provide an estimate of score change in a retest situation. There were a total of 23 suspect and 17 comparison schools. Nineteen of the 80 classrooms had median score declines that met or exceeded the set cutpoints. Of these classrooms, 17 were in suspect schools. It was suspected that exceeding the publishers' time limits was the most common way of increasing scores. Also, instances of altered answer sheets were detected using a computer program. However, district superintendents' investigations revealed no irregularities that would account for the score drops. Tentative plans for the spring 1985 testing provide for an increased emphasis on test and answer sheet security, adherence to time limits, and inservice training for testers. (PN)

ED 263 226 UD 024 307

*O'Hare, William P.*
Poverty in America: Trends and New Patterns.
**Population Reference Bureau, Inc., Washington, D.C.**
PUB DATE- Jun 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - General (140)
DESCRIPTORS- Age Differences; Business Cycles; Economically Disadvantaged; *Economic Factors; *Family Income; Fatherless Family; *Federal Aid; *Government Role; *Poverty; Poverty Areas; Racial Differences; Sex Differences; Unemployment
IDENTIFIERS- *Economic Trends

Over 35 million Americans were officially poor in 1983, 15.2 percent of the total population-the highest figures since the mid-1960s. Some attribute continued poverty to government social welfare policies. But poverty among the nonelderly is linked much more to economic trends. The number in poverty dropped from 39.5 million (22.4 percent of the population) in 1959 to a low of 23 million (11.1 percent of the population) in 1973, fluctuated with the economy to 1978, and then rose sharply. The 1978-83 rise was greatest among groups with traditionally lower poverty rates who were harder hit by deep recession and unemployment in the early 1980s--younger adults of working age and their children, male-headed families, and Whites. With economic recovery in 1984, the 1984 poverty rate should be lower than 1983's. The bulk of increased federal social spending since the mid-1960s has gone to the elderly, whose poverty rate plunged from 35.2 to 14.1 percent between 1959 and 1983. The value of "means-tested" Aid to Families with Dependent Children payments and food stamps fell 22 percent between 1972 and 1984. In 1983, the poverty rate of Blacks was 36 percent versus 12 percent for Whites, and 40.5 percent in female-headed versus 9.3 percent in male-headed families. The dearth of "marriageable" Black men appears more important than welfare in explaining the increase in poor Black female-headed families. Welfare is still needed for vulnerable groups, but poverty and expenditures could be reduced in the long run by expanded government-sponsored job training and educational programs. (Author/CMG)

ED 263 293 UD 024 574

Black & Minority Health. Report of the Secretary's Task Force. Volume 1: Executive Summary.

**Department of Health and Human Services, Washington, D.C.**

PUB DATE- Aug 85
NOTE- 245p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcoholism; American Indians; Asian Americans; Blacks; Cancer; Cultural Traits; Death; Diabetes; Diseases; Drug Addiction; *Government Role; Health Education; *Health Needs; *Health Services; Heart Disorders; Hispanic Americans; Infant Mortality; Information Needs; *Minority Groups; Research Needs; *Socioeconomic Status; Suicide
IDENTIFIERS- *Department of Health and Human Services; *Health Status

This volume presents major findings and recommendations of the Department of Health and Human Service's (DHHS) Task Force on Black and Minority Health. The recommendations, which are based on data collected from a number of sources, are intended to guide DHHS in developing programs and policies that address the continuing disparity in the burden of death and illness experienced by Blacks and other minority Americans as compared to the national population as a whole. The report is divided into three major sections. The first presents a general introduction and overview of Task Force activities. The second section provides the recommendations, organized into six categories: (1) health information and education; (2) delivering the financing health services; (3) health professions' development; (4) cooperative efforts with the non-Federal sector; (5) data development; and (6) research agenda. The third section presents findings which account for the health status disparity. This section is organized under these sub-headings: (1) social characteristics of minority populations; (2) mortality and morbidity indicators; (3) summary reports of the task force subcommittees (which studied cancer; cardiovascular and cerebrovascular diseases; chemical dependency; diabetes; homicide, suicide, and unintentional injuries; and infant mortality and low birthweight); (4) health services and resources for minorities; (5) inventory of DHHS program efforts; and (6) survey of non-Federal organizations. Appendices are included, which list the members of the task force and its subcommittees, task force staff, and commissioned papers. (KH)

ED 262 952 RC 015 534

*Powers, Stephen; And Others*
An Examination of Possible Item Bias in the Responses of Spanish-Speaking and English-Speaking Children on the Cooperative Preschool Inventory Using Logit Regression.
PUB DATE- Nov 85
NOTE- 19p.; Paper presented at the Biennial Conference on Minority Assessment (2nd, Tucson, AZ, November 6-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Comparative Analysis; Culture Fair Tests; *Preschool Children; *Spanish Speaking; *Test Bias; Test Validity
IDENTIFIERS- *Cooperative Preschool Inventory; *English Speaking; Logit Analysis

A total of 102 Spanish-speaking and 104 English-speaking preschool 4-year-old pupils were individually administered the Spanish and English versions of the Cooperative Preschool Inventory (CPI) to examine item responses for possible bias. Miminum logit chi-square regression was applied to each of the 30 items of the CPI verbal scale. Each of the verbal items was cross-classified by response (correct, incorrect), verbal achievement (low, middle, high), and language proficiency (monolingual Spanish or monolingual English). A total of four items exhibited a significant chi-square for language proficiency in the model. In each case, the English speaking students' probability of a correct response was higher than the Spanish-speaking students. The only item displaying an achievement by language proficiency interaction effect was the question, "If you wanted to find a lion, where would you look?" Spanish-speaking children of low achievement had a higher probability (24%) of answering this item correctly than low achieving English-speaking children (4%). To know if these differences are, indeed, more than just potential bias would require follow-up interviews and further examination of the items. Future research may help to verify if there is bias in the items of the Cooperative Preschool Inventory. Tables and figures are included. (NEC)

ED 263 092 SP 026 776

*Shah, J. H.*
An Evaluation Tool for a Teacher-Educator.
PUB DATE- Jul 85
NOTE- 18p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Education Majors; *Evaluation Criteria; Higher Education; Preservice Teacher Education; *Student Evaluation of Teacher Performance; Teacher Behavior; *Teacher Educators; *Teacher Effectiveness; *Teacher Evaluation

A report is given on an evaluation instrument designed for use by education majors in evaluating teacher educators. The instrument consists of five sub-parts: (1) rating scales for individual instructors; (2) 24 behavioral statements, evenly balanced between positive and negative; (3) statements on "good-bad qualities" of teachers as well as other staff members; (4) a five-point scale for assessing the effectiveness of dissertation guidance; and (5) selection of the two best and two worst teachers on the faculty. Copies of the instrument are appended. A brief discussion is presented on an analysis of the results of an evaluation of the Education faculty at Gujarat University, India. (JD)

ED 263 168 TM 850 657

*Grush, Joseph E.; And Others*
A New Self-Report Measure of Impulsivity.
PUB DATE- 83
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Conceptual Tempo; Group Testing; Higher Education; Males; *Personality Measures; Rating Scales; Self Evaluation (Individuals); *Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- *Impulsivity Scale

A new self-report measure of impulsivity was developed to provide group administration and economy of scoring. An initial set of 26 items was constructed to tap various aspects of impulsivity, or the tendency to respond quickly without thinking. The items were administered to 346 male undergraduate students, primarily freshmen and sophomores. Item analysis indicated that 18 of the items could be legitimately combined into a single scale. Reliability (coefficient alpha) was .68. Results of a cross-validation study of 363 similar subjects showed that the 18 items had stable trace lines and a coefficient alpha of .67. Mean scores, standard deviations, and standard error of measurement were also virtually identical for the two samples of respondents. It was concluded that the new Impulsivity Scale had sufficient psychometric properties and practical advantages to warrant its use in educational and research settings. Moderate, rather than high, reliability may have been due to the four-point response scale, or the fact that impulsivity is a multidimensional rather than a unidimenstional construct. (The 18-item Impulsivity Scale is appended.) (Author/GDC)

ED 263 183 TM 850 674

*Mangino, Evangelina; And Others*
Minimum Competency for Graduation. AISD, 1984-85.
**Austin Independent School District, Tex. Office of Research and Evaluation.**
REPORT NO.- AISD-ORE-84-59
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Educational Legislation; *Graduation Requirements; *Mathematics Achievement; *Minimum Competencies; *Reading Achievement; *School Districts; Secondary Education; State Standards
IDENTIFIERS- *Austin Independent School District TX

Written in a question-answer format, this report describes the impact of the Austin Independent School District graduation requirement on students. (1) What are the minimum competency requirements (MCR) for graduation? Students must demonstrate reading and mathematics competencies at the 9.0 grade equivalent. (2) How many 1984-85 graduates have met the MCR for graduation? Ninety-one percent met the reading MCR, 93 percent met the mathematics MCR, and 90 percent met the total reading and math MCR. (3) Have the requirements had any effect on student achievement? There are yearly increases in the percentage of seniors demonstrating competency. (4) What are the characteristics of graduates who signed letters of waiver? Common characteristics include: never taking a tutorial course, more are Black, more are males, average age is half-a-year older than other graduates, and a significant number were classified special education or limited-English-proficient students. (5) What changes in the MCR program were made in 1984-85? The program would not apply to graduates after 1985-86 due to a new state mandate (House Bill 72). (6) What changes need to be made in 1985-86? Students in grade 11 in 1985-86 must pass both the language and mathematics exit-level tests to receive a diploma. (PN)

ED 263 198 TM 850 689

*Hatch, J. Amos*

# Naturalistic Methods in Educational Research.

PUB DATE- 17 Jun 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Centro Interdisciplinario de Investigacion y Docencia en Educacion Tecnica. (Queretaro, Queretaro, Mexico, June 17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Analysis; *Educational Research; Elementary Secondary Education; *Ethnography; Interaction Process Analysis; Interviews; *Naturalistic Observation; Participant Observation; Peer Relationship; *Research Methodology; Social Science Research
IDENTIFIERS- *Naturalistic Research

This paper describes data gathering and analytic procedures, and then presents examples regarding how each fits into the naturalistic research model. From the interactionist perspective, called symbolic interactionism, meaning is of central importance. Naturalistic inquiry is a way of doing social science research which provides the methodological structure for studying meaning as it is generated in human interaction. Data collection techniques in naturalistic inquiry include participant observation, interviewing, and unobtrusive methods (e.g., school related reports and publications, teacher and student produced artifacts). During the analysis processes the intent is to search the data for the social patterns through which the individuals of the studies make sense of interactions with peers. The following levels of analyses are described: (1) domain analysis; (2) taxonomic analysis; (3) componential analysis; and (4) searching for cultural themes. Tied to the processes of analyses are those of interpretation. The interpretation of observed social phenomena is a defining characteristic of naturalistic inquiry. It is concluded that naturalistic science and the positivistic science of the experimental/quasi-experimental models used in education are fundamentally different and that naturalistic inquiry is an approach to educational research that offers enriched understanding of schools and the people who inhabit them. (PN)

*Costa, Arthur L., Ed.*
Developing Minds: A Resource Book for Teaching Thinking.
**Association for Supervision and Curriculum Development, Alexandria, Va.**
REPORT NO.- ISBN-0-87120-131-3
PUB DATE- 85
NOTE- 347p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; *Comprehension; Concept Formation; Creative Thinking; *Critical Thinking; Decision Making; Developmental Stages; Elementary Secondary Education; Intelligence; Mathematics; Microcomputers; *Problem Solving; *Program Descriptions; Reading; *Teaching Methods; Writing (Composition)

This 10-part resource book contains 54 articles which address topics related to helping students become effective thinkers. The articles are organized under these categories: (1) the need to teach students to think; (2) creating school conditions for thinking; (3) definitions of thinking (including goals for a critical thinking curriculum); (4) a curriculum for thinking; (5) how thinking pervades the curriculum; (6) teacher behaviors that enable student thinking; (7) teaching strategies intended to develop student thinking; (8) programs for teaching thinking (providing criteria for examining any curriculum to enhance intelligent functioning, describing many of the major programs designed to develop the intellect, identifying the audience for whom each program is intended, and distinguishing among the several theoretical and philosophical assumptions on which each is based); (9) computers and thinking; and (10) assessing growth in thinking abilities. Additional articles are presented which provide resources for teaching thinking. Other resources (in 10 appendices) include a glossary of cognitive terminology, questions for system planners, overhead transparency masters, and various checklists and observation forms. (JN)

ED 262 983 SE 046 196

*Euler, Aline, Ed.*
Secrets of the Marsh. An Activity Resource Book For and By Children. Second Edition.
**Alley Pond Environmental Center, Douglaston, NY.**
PUB DATE- 85
NOTE- 70p.
AVAILABLE FROM- Alley Pond Environmental Center, 228-06 Northern Blvd., Douglaston, NY 11363 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; *Biology; Ecology; Elementary School Science; Environmental Education; Intermediate Grades; Junior High Schools; Natural Resources; *Physical Environment; *Science Activities; Science Education; *Student Developed Materials; *Trees; Wildlife
IDENTIFIERS- *Marshes

This publication contains a collection of student-produced activities about wildlife. Children's views of the varying life forms that they encountered in field walks to a marsh are expressed through the games, puzzles, stories, and pictures that they created. Samples of the students' work are organized into separate topic areas. These include: (1) insects; (2) trees and plants; (3) reptiles; (4) birds; and (5) mammals. Specific aspects of these major topic areas are developed as facts on rabbits, diagrams of tree parts, and stories about turtles. The activities are geared primarily to middle school age students but some could be easily adapted to the primary age children. (ML)

ED 263 013 SE 046 232

*Rao, A. N.; Pritchard, A. J.*
Agriculture and Biology Teaching. Science and Technology Education Document Series 11.
**United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Science, Technical and Vocational Education.**
PUB DATE- Dec 84
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agriculture; *Biology; *Curriculum Development; Developing Nations; Global Approach; High Schools; Hunger; Land Use; Natural Resources; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods; Technology; *World Problems
IDENTIFIERS- *Food Production; Science and Society

The six-chapter document is part of Unesco's Science and Technology Education Programme to encourage an international exchange of ideas and information on science and technology education. Chapters discuss: (1) development of agriculture (beginning and modern); (2) agroecosystems (land utilization, soils, food production, irrigation, and fertilizers); (3) agricultural development and food production (economics, crop zones, land development, agrochemicals, and others); (4) biotechnology and agriculture (plant tissue culture, genetic engineering, animal husbandry, food losses after harvest, and others); (5) agriculture, people and food (malnutrition, protein foods, food zones, and the future); and (6) teaching agriculture in biology courses (agriculture/education, issues, and teaching/learning strategies). Numerous charts and graphs provide information and comparisons in an international basis for many of the subjects addressed, including soils distribution, areas under irrigation, crop zones, and land development/productivity. There are also several comparisons of major food crops for production, loss, and affect of growth substances. "Agricultural Aspects of Biology Education" is presented in table format and includes areas of concern, practical experiences, and teaching/learning strategies. The background material should provide teachers with resources for infusing various agricultural topics into the biology curriculum. (DH)

ED 263 059 SP 026 653

*Schenkat, Randolph J.; And Others*
It Stands to Reason. The Rationale and Implementation of a Development-Based, Liberal Arts Oriented, Teacher-Education Program.
**College of St. Teresa, Winona, Minn.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
PUB DATE- 85
NOTE- 122p.
GRANT- G00-810-2088
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Higher Education; *Preservice Teacher Education; *Program Development; *Student Centered Curriculum; Student Development; *Teacher Education Programs
IDENTIFIERS- College of Saint Teresa MN

The rationale and implementation of a development-based, liberal arts oriented teacher education program established by the College of St. Teresa (CST) in Winona, Minnesota are described. The program began changing in the mid-1970's, and has gradually responded to several issues such as the Dean's Grant Program and the National Commission on Excellence in Education. The first chapter of this report details needs to focus on student development. A unified science program is discussed in Chapter 2, and Chapter 3 describes the Dean'S Grant Program for CST education students. The fourth chapter describes changes occurring as a result of CST's "Design for Choicemakers" program. Organizational factors that support the program changes are considered in the fifth chapter. Source materials which were prepared for the different projects at CST are presented in appendices. (CB)

ED 263 076 SP 026 724

*Shields, Patrick; And Others*

A Cross-Site Analysis of Research/Intervention Strategies in Three Teacher Education Programs. Applying Research in Teacher Education: Research Utilization in Elementary Teacher Education.

**Far West Lab. for Educational Research and Development, San Francisco, Calif.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 95p.
CONTRACT- 400-83-003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; *Cooperating Teachers; Higher Education; *Preservice Teacher Education; Program Attitudes; *Research Utilization; *Student Teachers; *Teacher Education Programs; Teacher Educators

A collaborative research and development project resulted in three research/intervention projects (R/IPs) using an inquiry-based process for student teachers, cooperating teachers, and teacher education faculty. A cross-site analysis identified relative differences among the three projects, variables associated with the projects, and interactions among the variables. The impact of the R/IPs upon classroom teaching behaviors and continued use of research in teacher education was described. There was little variation across the three projects; however, there were considerable differences in the goals, initial planning, and method of intervention. The relationship between each teacher education program and its cooperating school district was especially important. There were no clear results regarding change in classroom teaching behaviors. However, the perspectives of student and cooperating teachers toward the value of research became increasingly positive across all three sites. Achievement of the project goal of a continuing and expanding network among teacher education programs and local education agencies appeared promising. (Author/JD)

ED 263 109 SP 026 906

*Rossman, Gretchen B.; And Others*
Professional Cultures, Improvement Efforts and Effectiveness: Findings from a Study of Three High Schools.
**Research for Better Schools, Inc., Philadelphia, Pa.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 163p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Educational Environment; Educational Quality; *High Schools; *Improvement Programs; Program Effectiveness; Secondary Education; *Values

This report summarizes a study that explored the relationships between efforts to improve schools, the definitions of effectiveness or success which drive those efforts, and how these are affected by the inner life, or cultures, of the schools. Three improving high schools were studied in an attempt to understand the deeply-held beliefs of the adults in the schools and how those cultures shaped definitions of effectiveness and local improvement efforts. The findings are presented as case studies of the three schools, and address three major questions: (1) What is presently known about the relationship between cultures in schools, improvement efforts, and effectiveness? (2) What is culture? and (3) What do we know about cultural change? The three cases provide data for a set of conclusions regarding cultures, change, and definitions of effectiveness which are presented and elaborated upon in the final chapter. Also included is a discussion of the ideology of improvement and effectiveness as it clashes with the comprehensive ideal of the American high school. (JD)

ED 263 139 TM 850 610

*Mumaw, Randall J.; And Others*
Different Slopes for Different Folks: Process Analysis of Spatial Aptitude. 1985/21. Reprint .
**Pittsburgh Univ., Pa. Learning Research and Development Center.**

PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Encoding (Psychology); Higher Education; Individual Differences; *Mathematics Tests; Multiple Regression Analysis; *Spatial Ability; *Time on Task; *Visual Stimuli
IDENTIFIERS- *Primary Mental Abilities Test; *Process Analysis; Rotation Tasks

Undergraduates (n=99) differing in spatial ability were tested on problems involving the mental rotation of familiar alphanumeric stimuli and unfamiliar stimuli drawn from the Primary Mental Abilities Space Test. Individual differences in spatial ability were associated with speed rather than accuracy of mental rotation processes. Ability differences were correlated with the time to rotate familiar alphanumerics and the additional time to encode, compare, and rotate unfamiliar stimuli. The results were discussed in terms of differences in elementary information processes associated with the representation and transformation of visual information. (Author/PN)

ED 263 154 TM 850 636

*Ligon, Glynn*

Managing Research and Information Requests in Public Schools. Publication 84.41.

**Austin Independent School District, Tex.**

PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Administrator Guides; *Board of Education Policy; *Classroom Research; College School Cooperation; Elementary Secondary Education; Higher Education; *Information Dissemination; Institutional Evaluation; Organizational Communication; Public Schools; Research Design; Research Directors; *Research Proposals; Research Utilization; *School Community Relationship; School Districts; School Statistics; *School Surveys; School Visitation
IDENTIFIERS- *Austin Independent School District TX

The Austin, Texas,Independent School District's Department of Management Information has developed a set of guidelines for responding to requests for information about the schools, as well as requests for research subjects. Procedures for handling external requests have been grouped into five categories. (1) Research: applications must be approved by district research and evaluation staff before proceeding to the school principal. Applicants are encouraged to use annual achievement testing data rather than administering more tests, involve entire classes rather than removing individuals or groups, and select relevant topics. (2) Surveys from extant records: these are handled by the Information Services Committee. When appropriate, data are rearranged into the requested format. (3) University requirements, observation, and practice in administering tests: observation time must be requested and approved. Usually, applicants are encouraged to perform testing elsewhere. (4) School or class self-studies: teachers and principals are provided assistance by district staff. (5) Real estate selection: current data is not conveniently formatted for parents who want to live where their children will be bussed to the best public school. However, the District plans to publish a statistical profile report. (Appendices include the application for research study and classroom observation request). (GDC)

ED 263 240 UD 024 504

Human Relations Training Program Handbook for Employers and Social Workers. Transitional Black Women's Project.
**Atlanta Univ., GA. Women's Inst. for the Southeast.**
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
NOTE- 34p.; For related Documents, see UD 024 502-505.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Blacks; Disadvantaged; Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; *Females; *Human Relations; Racial Bias; Sex Stereotypes; *Social Workers; Work Attitudes
IDENTIFIERS- *Transitional Black Womens Project GA

This handbook provides seven hours of training in human relations skills for employers and social workers dealing with transitional black women (the population of women who are underemployed, unemployed, undereducated, poor, or unaware of educational or occupational opportunities available to them). The workshops are designed to allow employers and social workers to engage in dialogue and exchange ideas directed at improving agency-consumer relations; to explore employer/employee needs and responsibilities; and to become sensitized to factors which impede success for transitional black women. The handbook includes: instructions for administrators of the training workshop, training activities, an evaluation and follow-up activity, and variations in response to the program model. Workshops are structured to accommodate as many groups as desired with one trainer per eight to ten participants. The workshop objectives are to: (1) explore perceptual differences which impede communication between social workers, employers, and transitional black women; (2) examine societal or systemic factors which impede success for this group; (3) examine how differences in cultural and social backgrounds act as hindrances to communications; and (4) discuss the roles of social workers and employers in helping transitional black women achieve more success in both their family relationships and their job situations. (CG)

ED 263 266 UD 024 539

*Hayes, Floyd W., III*
Politics and Expertise in an Emerging Postindustrial Community: Montgomery County, Maryland's Search for Quality Integrated Education.
PUB DATE- Nov 85
NOTE- 55p.; Presented at the Annual Meeting of the Southern Political Science Association (Nashville, TN, November 6-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Influences; *Board of Education Role; Community Influence; *Educational Policy; *Participative Decision Making; *Policy Formation; Politics of Education; *School Community Relationship; *School Desegregation
IDENTIFIERS- *Maryland (Montgomery County)

The development, implementation, and modification of the Montgomery County (Maryland) Public Schools' Quality Education/Racial Balance Policy of 1975 provides the case example of how experts and the specialized knowledge they employ are part of the educational politics of a postindustrial community. In the existing literature, there are competing perspectives about the relationship between knowledge and power in the policymaking process. One view holds that in contemporary society experts dominate. An opposing formulation contends that politicians control. In Montgomery County, a growing confluence of politics and expertise was observed: policymakers and experts are becoming more interdependent. The county voluntarily terminated its dual public school system following the Supreme Court's Brown decisions, but by the late 1960s, dramatic social changes occurred. As the population became increasingly heterogeneous, many down-county schools experienced growing concentrations of black students, resulting in community conflict and interracial tension. The school system and county residents sought to devise an integration policy to reverse this pattern, resolve the conflict, and ease the tension. The county's integration policy and its implementation resulted from a convergence of politics and expertise as the county's affluent and highly educated civic activists interacted with educational specialists, legal experts, and the school board. From its inception, the policy has been surrounded by conflict, including ideological shifts on the school board and community discontent. The interrelationship between politics and expertise fits no simple pattern, but policymakers and community groups clearly assume that experts and their knowledge are essential to educational policymaking. *(Author/KH)*

ED 262 998 SE 046 213

*Raat, Jan H.; de Vries, Marc*

What Do 13-Year Old Pupils Think about Technology? The Conception of and the Attitude towards Technology of 13-Year Old Girls and Boys.

**Eindhoven Univ. of Technology (Netherlands).**

REPORT NO.- N&T-85-11
PUB DATE- Aug 85
NOTE- 33p.; Paper presented at the Science and Technology Education and Future Human Needs Conference of the International Council of Scientific Unions (Bangalore, August 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Junior High Schools; *Males; Physics; Science Education; *Secondary School Science; *Sex Differences; *Student Attitudes; *Technology
IDENTIFIERS- *Netherlands; Science Education Research

The conception of and attitude toward technology of 13-year-old students was investigated. Twelve students were interviewed to find out what they thought of technology and how important it was to them. Other students (N=48) responded to 10 open-ended questions to determine their ideas about technology. Results were then used to construct a questionnaire consisting of 80 questions answered in a 5-point Likert scale format. The questionnaire was offered to some 3,000 13-year-old students of different types of schools in different parts of the Netherlands. The results were factor-analyzed. Twenty factors were found of which 14 could be identified. Factor scores were computed and the differences between girls and boys were tested for significance. Results show that: (1) students think that technology is a broad, important, and not too difficult subject, but it is hard for them to say what it is and why it is not the same as physics; (2) girls are less interested in technology than are boys; (3) girls as well as boys think that girls have the aptitude for technology; and (4) students with a technical father or mother are more acquainted with technology and are more aware of the importance of the field. (JN)

ED 263 028 SO 016 761

*Hanford, Terry; And Others*
Cultural Participation in the Philadelphia Area.
**Maryland Univ., College Park. Survey Research Center.**
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Jun 85
NOTE- 106p.; This study was commissioned by the Greater Philadelphia Cultural Alliance, and partly supported by a grant from the William Penn Foundation.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; Audiences; Cultural Activities; *Cultural Enrichment; *Cultural Opportunities; Dance; Economic Factors; Fine Arts; Marketing; Music Activities; Social Science Research; Social Status; Theater Arts
IDENTIFIERS- *Pennsylvania (Philadelphia)

Described are the results of two separate surveys of cross-sections of the Philadelphia public concerning their cultural behavior, attitudes, and perceptions. The more recent survey was conducted in 1984 with a random telephone sample of 404 Philadelphia residents. The other survey consisted of a subset of approximately 400 Philadelphia area residents who were part of a larger national study conducted throughout 1982, the survey of Public Participation in the Arts, conducted by the U.S. Census Bureau. Major findings set forth in this report are as follows; the two surveys produced similar estimates of the proportion of Philadelphia residents who had attended various types of live cultural events in the prior year. Participation was mainly related to the respondents' socio-economic status, either in terms of formal education, occupational skill, or annual family income. In both surveys, Philadelphia residents said they would like to attend all types of cultural events more often, particularly musical and non-musical plays, museums, musical performances, opera, and ballet. Respondents reacted to seven action steps that might promote greater attendance at cultural events. Of these, lower ticket prices, better parking, and safer locations rated highest. Findings of these surveys provide useful information for the Philadelphia area in promoting cultural awareness and participation. (LP)

ED 263 093 SP 026 779

*El-Meligi, M. Helmy*

Distance Teaching and Learning: A Case Study.

PUB DATE- Jul 85
NOTE- 23p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *Educational Television; *Independent Study; *Inservice Teacher Education; Program Content; Teacher Effectiveness; Teacher Role
IDENTIFIERS- *Egypt

A description is given of a distance education program designed to up-grade and complete the education of teachers in Egypt, the majority of whom have not completed their education through the university level. Television and other audio-visual aids are used as communication media. Educational programs are televised daily to these teachers. Though educational technology has proved to be extremely useful, these advanced electronic equipment and developed audio-visual aids are not considered substitutes for the human teacher. Therefore, meetings wih university professors and lecturers in regional study centers for discussions on different subject matters are a part of the program. A model of self-training activities is included and conducted in different study centers located in critical geographic sites. After practicing the model activities, the teachers' initial passivity and indifference have changed to active participation, and they have become involved and highly interested in the activities. Evaluation of these activities shows the outcome of feedback and indicates changes in the teachers' role conception. (JD)

ED 263 123 TM 850 558

*Huberty, Carl J.*
On Statistical Testing.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL., March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Goodness of Fit; Higher Education; *Hypothesis Testing; Mathematics Materials; Research Design; *Statistical Significance; Statistical Studies; Statistics; Textbook Evaluation
IDENTIFIERS- *Fisher Exact Probability Test; *Neyman Pearson Hypothesis Testing; P Values

An approach to statistical testing, which combines Neyman-Pearson hypothesis testing and Fisher significance testing, is recommended. The use of P-values in this approach is discussed in some detail. The author also discusses some problems which are often found in introductory statistics textbooks. The problems involve the definitions of hypothesis, region of rejection, contingency tables, and tails of a test. A reference list is appended. (Author/GDC)

ED 263 169 TM 850 658

*Strusinski, Marianne*
Evaluation of the Occupational Specialist and Placement Specialist Program.
**Dade County Public Schools, Miami, FL. Office of Educational Accountability.**
PUB DATE- Nov 84
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Exploration; *Career Guidance; Employer Attitudes; Evaluation Methods; Information Dissemination; *Job Placement; Occupational Information; *Participant Satisfaction; Program Evaluation; *Pupil Personnel Workers; Questionnaires; School Surveys; Secondary Education; Secondary School Students; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Dade County Public Schools FL; *Occupational Specialists

An evaluation was conducted of the Dade County (Florida) Public Schools' occupational and placement specialist service, which focuses on the development of students' ability to make rational and realistic career decisions. At the secondary school level, the program provided assistance, information and experiences to help students make a career choice. Assistance in appropriate placement was also provided, whether towards immediate employment, further education, or both. Occupational specialists worked in the junior high schools, focusing on career information dissemination and reducing the number of dropouts. In the senior high school, placement specialists provided job placement and followup. The evaluation defined the activities of the specialists, determined appropriateness of their activities, and assessed satisfaction of specialists, teachers, students, and employers. Survey questionnaires were developed and administered to selected participants, and a job analysis of the specialists' duties was made. Results indicated that overall satisfaction with the program was high. It is recommended that the visibility, working hours, and support for the specialists be increased. The need for criteria to identify potential dropouts from the program is also noted. (Extensive appendices include the job analysis survey, no-show report form, and the seven participant survey instruments.) (GDC)

ED 263 213 TM 850 708

*Schultz, Karen A.*
Representational Models in Middle School Problem Solving.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 85
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
GRANT- SED-80-166561
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; *Computer Oriented Programs; Grade 7; Instructional Materials; Junior High Schools; *Learning Processes; *Mathematics Education; Mathematics Instruction; Microcomputers; *Models; *Problem Solving; Questionnaires; Schemata (Cognition); Student Attitudes; Testing
IDENTIFIERS- Microcomputers and Middle School Problem Solving; *Representational Modeling; Word Problems (Mathematics)

This report was part of the total scope of The Microcomputers and Middle School Problem Solving project. It employed representational models during problem solving in order to study: (1) observable patterns in self-directed use of representational models; (2) correlations between use of models and problem-solving ability; and (3) the motives of students for choosing to use representational models. Seventh-grade students were given 25 number theory problems in the context of some meaningful situation, as opposed to a mathematically abstract situation. A set of representational models was provided for voluntary use. The project covered the entire year and took place in three stages. A Cold Test, a Pretest, and a Posttest were administered to the students. Attitudes and other information were gathered from questionnaires given before and after the study. Each ability group used models a greater percentage of time on the Posttest than on the Cold Test, and the percentage of problem solving success increased from the Cold Test to the Posttest for each ability group. Above average and average ability males used representational models more on the Pretest and Posttest than above average and average ability females. The more concrete the model, the more it was used. Problems, including Cold Problem solving pretest and problem solving pretest and posttest, questionnaires, and computer menu are appended. (LMO)

ED 263 227 UD 024 314

*Rodriguez, C. E.*
Hispanics and Hispanic Women in New York State.
PUB DATE- 21 Jan 84
NOTE- 29p.; Paper prepared for the Legislative Research Conference (1st, Albany, New York, NY., January 21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employment Level; *Family Income; *Family Size; Fatherless Family; *Females; Government Role; *Hispanic Americans; Minority Groups; Political Power; Population Growth; *Poverty; Socioeconomic Status; *State Action; State Government
IDENTIFIERS- *New York

A study of 1980 Census data revealed the following about the position of Hispanics, and particularly Hispanic women, in New York State: (1) Hispanics are growing rapidly in size and political significance, with their population rising 23% in New York and 61.02% nationally; (2) the young age and high fertility rates of Hispanics guarantee that they will grow faster than any other ethnic group for several decades; (3) Hispanic families have significantly lower median incomes than Whites and Blacks in New York State; (4) more Hispanics live in poverty than do other groups, and this is especially true of Puerto Rican families; (5) female Hispanics with children are the most in need, having a median income that is only 43% of the comparable White group's income; (6) relatively fewer Hispanic than Black or White women are in the labor force; (7) working Hispanic women tend to have jobs with low pay and no futures; (8) Hispanic representation in industrial growth sectors needs to be increased; and (9) government, particularly State government, employs proportionally fewer Hispanic than White and Black women. These findings suggest some directions for State policy. First, the number of Hispanic women in the State workforce should be increased. Second, the utilization of preschool services by Hispanics should be researched and impediments to usage should be corrected. Third, a finer analysis of income differentials between Hispanics and Whites should be conducted and ways should be found to increase the median incomes of Hispanics. And finally, Hispanic political representation must be increased. (This report concludes with 14 statistical tables). (KH)

ED 263 253 UD 024 521

*Caplan, Nathan*
Working toward Self-Sufficiency.
**Michigan Univ., Ann Arbor. Inst. for Social Research.**
PUB DATE- 85
NOTE- 5p.
AVAILABLE FROM- Institute for Social Research, 426 Thompson Street, P.O. Box 1248, Ann Arbor, MI 48106-1248 (free of charge).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Academic Achievement; *Acculturation; *Asian Americans; Elementary Secondary Education; Employment; Laotians; Limited English Speaking; *Refugees; *Socioeconomic Status; Vietnamese People
IDENTIFIERS- *Southeast Asians

Upon arrival in the United States, the Southeast Asian "Boat People" faced a multitude of problems that would seem to have hindered their achieving economic self-sufficiency. Nonetheless, by the time of a 1982 research study which interviewed nearly 1,400 refugee households, 25 percent of all the households in the sample had achieved economic independence. The relative success of these immigrants is attributed to their own resourcefulness. Apart from site of settlement, all the strong predictors of progress were individual and familial characteristics, including: length of time in the United States, fluency of English, number of employable adults in the household, and (somewhat less strongly) education and past occupation. In a separate series of analyses from this study, the academic achievement of approximately 350 school-aged children was investigated. After an average of just 3 years in this country, these children were found to be doing extremely well in school. Achievement was highest in children with families that embodied traditional Confucian cultural values, in which parents read to their children, and in which two parents played equal roles in decisionmaking. To further improve the lives of the Southeast Asian refugees, the researchers recommend: more frequent and more accessible employment counseling and training; childcare services that will better enable adults (especially women) to enter the labor force, and a strong, well-defined national service and policy for resettlement. (KH)

ED 263 280 UD 024 558

*Jorge, Antonio; And Others*

Perspectives on Recent Refugees and Immigrant Waves into South Florida. Occasional Papers Series, Dialogues #6.

**Florida International Univ., Miami. Latin American and Caribbean Center.**

PUB DATE- Aug 82

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Reports - General (140)

DESCRIPTORS- Acculturation; Blacks; Civil Liberties; *Cubans; Federal Legislation; *Haitians; *Immigrants; *Latin Americans; Public Policy; *Refugees

IDENTIFIERS- *Caribbean Islanders; *Florida; Immigration Impact; Immigration Legislation; Mariel Cubans

Six papers presented at a 1982 forum on Latin American and Caribbean migration to South Florida are collected in this document. Their titles (and authors) are: (1) "Refugees and Immigrants: The Last Two Decades" (Antonio Jorge); (2) "U.S. Refugee and Immigration Policy and Its Effect on South Florida" (Alex Stepick); (3) "International Obligation of the United States on Refugees" (Farrokh Jhabvala); (4) "The Economic Impact of Refugees and Immigrants" (Raul Moncarz); (5) "Refugees; The Central American View (Mark Rosenberg); (6) "The Problems of Haitian Refugees in the United States" (Ken Boodhoo); and (7) "Social Indicators and Refugee Social Policy: A Tale of Three Communities" (Charles Frankenhoff). (KH)

ED 263 294 UD 024 575

*Goonen, Norma, Comp.*
Cuban-Americans in the United States.
PUB DATE- 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cubans; *Demography; Educational Attainment; Elementary Secondary Education; Employment; Family Income; Hispanic Americans; Immigrants; Language Attitudes; Political Attitudes; Population Distribution; *Sociocultural Patterns

A statistical profile of Cuban Americans was provided by the 1980 Census and by a comprehensive telephone survey. Major findings include the following: (1) In most Cuban American households, Spanish is the language most spoken, but 85 percent of the Cuban American surveyed felt that residents of the United States should use English in their public dealings. (2) More than 85 percent of Cuban Americans are Catholic; almost 30 percent attend church at least once per week. (3) More than 70 percent of Cuban Americans say they are "very close" to their families. Average Cuban family sizes vary throughout the United States. The divorce rate among Cubans is higher than that of the United States population as a whole. (4) Almost 58 percent of all Cuban Americans said they were employed full time; only 8 percent said they were unemployed. (5) A majority of Cubans are Republicans, but those under 35 are more likely to be Democrats. (6) Nearly 60 percent of all Cuban Americans live in Florida; other states with significant Cuban population include New York (9.6%), California (7.6%), Illinois (2.4%) and Texas (1.8%). (7) Since the 1950s, about 1 million cubans have emigrated to the United States; the vast majority have settled in the Miami area. (8) The Cuban American median age is 37.5 years. (9) The Cuban American community has a smaller percentage of men than the United States average. (10) Cuban American children are much more likely to attend private schools than the population as a whole, and Cubans are close to the United States average in educational attainment. (11) Young Cuban Americans are less isolated from other racial and ethnic groups than their elders, and are less militant in their opposition to Fidel Castro. (12) The average income of Cuban American households is close to the average of the general population. (13) Approximately four out of five Cubans said they would remain in the United States if Castro fell. (KH)

ED 262 953 SE 045 262

Annual Report of the Commission on Physical Sciences, Mathematics, and Resources.

**National Academy of Sciences - National Research Council, Washington, DC. Commission on Physical Sciences, Mathematics, and Resources.**

PUB DATE- Jun 84
NOTE- 20p.; Appendices are not available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Chemistry; *Committees; Earth Science; Engineering; *Mathematics; Nuclear Energy; Oceanography; Physical Sciences; Research and Development; *Research Projects; *Resources; *Science Projects; Scientific and Technical Information; *Scientific Enterprise; Space Sciences
IDENTIFIERS- *Commission on Physical Sciences Math and Resources

This report highlights and presents examples of the Commission on Physical Science, Mathematics, and Resources' (CPSMR) recent activities and future plans. Selected programs and activities from the 224 boards and committees that operate within CPSMR are reviewed. These range from studies of basic science to examinations of applied science and engineering from matters that are primarily scientific and technical to those with policy implications, from issues involving a single discipline to those crossing many disciplines. Areas addressed include: (1) state of the disciplines (with references to astrophysics, chemistry, and new technologies); (2) structure and management of the commission (listing of the standing boards); (3) program accomplishments (explanations of reports on acid deposition, changing climate, and waste disposal operations); (4) current activities (projects concerned with atmospheric effects of nuclear war, ocean science, and international geosphere-biosphere relations); (5) future studies (dealing with nuclear power, space science and materials in space); (6) critical issues (organizational concerns and priority guidelines); (7) modes of response (detailing procedures of letter reports, compressed response, and round table discussion); and (8) financial matters (information on expenditures). (ML)

ED 263 043 SP 026 136

*Bruckerhoff, Charles*
Teachers at Work: A Case Study of Collegial Behavior in a High School.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Group Dynamics; High Schools; *Peer Influence; School Organization; *Secondary School Teachers; Teacher Administrator Relationship; *Teacher Behavior; Teaching (Occupation); Teaching Conditions

This article reports on the relationship between the informal behavior of teachers and the formal organization of the school. A field study was conducted over a six month period at one high school. Research questions focused on patterns of behavior which were created by teachers to sustain individuals on the job and to promote continuation of informal groups called cliques. Participant observation and interview techniques were used for collecting data from the natural history perspective. The results show that the patterns of behavior developed by teachers in their respective cliques promoted clique permanence and were a response to a perceived need among teachers to provide for human interests, which they felt were lacking or insufficiently available within the formal organization of the school. (Author)

ED 263 199 TM 850 690

*Christensen, James E.*
Possibilities and Conditions of Learning: An Educological Perspective.
PUB DATE- Aug 83
NOTE- 8p.; Paper presented at the Annual Meeting of the National Curriculum Conference (Adelaide, South Australia, August 19-23, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Curriculum Development; Decision Making; *Educational Environment; *Educational Quality; Educational Research; Elementary Secondary Education; *Learning; *Learning Processes; Learning Strategies; *Personal Autonomy
IDENTIFIERS- *Educology; *Process Product Research

Among the conditions necessary for learning to occur within the educational process are those of intentionality and guidance. A learner must necessarily be allowed choice in entering into educational transactions. Autonomy on the part of the learner in the educational process is not an option, but a necessary condition for the proper functioning of education. The following items should be included in an agenda for inquiry about learning: (1) investigation of the possibilities of what can be learned (i.e.; categorization, explication, and enumeration of learning as product); (2) inquiry into the categories of learning (as product) that are worthwhile to study and learn (from the viewpoint of the individual and society); and (3) research into the conditions which engender and foster the learning process, i.e., the circumstances which can be established for promoting effective teaching and studying, leading to learning of deliberately chosen and clearly, unequivocally described products of learning. (PN)

Environmentally Sound Small-Scale Agricultural Projects. Guidelines for Planning.

**Mohonk Trust, New Paltz, NY.; Volunteers in Technical Assistance, Alexandria, VA.**

PUB DATE- 79
NOTE- 106p.; For related documents, see SE 046 198-200.
AVAILABLE FROM- VITA Publications, 80 South Early St., Alexandria, VA 22304 ($9.25).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Agricultural Skills; *Agronomy; *Community Development; Community Programs; Conservation (Environment); *Developing Nations; Ecology; *Farm Management; Land Use; Natural Resources; Pesticides; Planning; Plant Growth; *Soil Conservation; *Water Resources

This publication is the first of a series of manuals that present environmental guidelines for planning and implementing ecologically sustainable projects. Attention is particularly directed to the agricultural situation and needs of developing nations. Subject areas discussed include: (1) users and uses (identifying the major purposes of the manual); (2) agriculture and environment (explaining ecological terms and processes); (3) a well-planned approach (offering strategies for project development); (4) water supply and management projects (listing water sources, transport systems, and irrigation techniques); (5) soil management through erosion control (recommending control measures and practices); (6) nutrient management (specifying types, impacts and control measures); (7) pest management (indicating application factors and environmental effects); and (8) planning framework (proposing guidelines for project designs and listing assessment criteria). Appendices contain a list of affiliated organizations and agencies and a soil distribution map. Bibliographic references are also included. (ML)

ED 263 014 SE 046 237

Criteria for Excellence. Mathematics.

**Alaska State Dept. of Education, Juneau. Office of Curriculum Services.; Alaska State Dept. of Education, Juneau. Office of Special Services.**

PUB DATE- 85

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Evaluation Criteria; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Program Evaluation; *Secondary School Mathematics

IDENTIFIERS- *Alaska

This document provides criteria which are designed to be used by school administrators, professional staff, and community representatives to assess mathematics programs and to provide a basis for establishing goals in teaching mathematics. Other possible uses for the information generated by the criteria include: validation of exemplary programs and promising practices; self appraisal (by building, district, or community level); development of long-range goals; planning for staff development, inservice and training activities; and disseminating information and improving public relations. Major areas addressed include: (1) staffing; (2) leadership; (3) professional development; (4) diagnosing and prescribing; (5) scope and sequence; (6) resources; (7) programs; and (8) program evaluation. A rating for each criterion is obtained by using a "yes or no" response or by using a 5-item rating scale (not started, started/little progress, some progress, almost achieved, achieved). A district profile matrix is also provided. (JN)

ED 263 060 SP 026 654

*Stier, William F., Jr.*
Competencies in Amateur/Youth Coaching.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletic Coaches; *Children; Elementary Education; *Participant Satisfaction; Team Sports; Training Methods; *Youth Programs

Youth sports can be a positive experience for children if adults involved are aware of their impact on the child's development. An analysis is given of the problems and challenges that are evident in the way sports for young people are conducted. Particular emphasis is placed upon the role of the amateur coaches of team sports for children. Competencies and skills needed on the part of coaches are listed under the categories of: (1) technical skills; (2) interpersonal skills; (3) conceptual skills; and (4) commitment and decision skills. Several national organizations are identified which exist for the purpose of providing opportunities for acquiring basic competencies necessary for coaches to insure a suitable learning climate and atmosphere for young people. A list is provided of areas of competency in which youth coaches should strive to become minimally skilled. (JD)

ED 263 077 SP 026 725

*Hunter, Janice K.; Haines, Martha F.*
Beginning Teacher Program: A Study of Field-Based Teacher Certification.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *Professional Development; State Standards; *Teacher Certification; Teacher Evaluation; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; Florida

Each school district in the state of Florida was required to submit for approval a model for implementing the Beginning Teacher Program mandated by the Florida legislature. The program model required that a support staff, consisting of a peer teacher, building-level administrator, and at least one other professional educator be assigned to assist each beginning teacher. Following an initial performance evaluation, a professional development plan is revised which serves as a basis for assistance and classroom observations by the support staff. At least three formative observations and follow-up conferences must be conducted. A summative evaluation must also be conducted to document the successful demonstration of minimum essential competencies on which certification recommendation is made. This paper presents a synopsis of the program and an evaluation of the implementation procedures. A listing of the competencies and selected measures and forms used in the program are appended. An audit of 80 beginning teacher portfolios and on-site audits provided evidence that the program was being implemented as designed. (JD)

ED 263 110 SP 026 925

*Clements, Barbara S.*
Beginning Teachers' Use of Classroom Management Training. R&D Rep. 6019.
**Texas Univ., Austin. Research and Development Center for Teacher Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 47p.
CONTRACT- NIE-G-83-0006-P1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Inservice Teacher Education; *Program Effectiveness; *Teacher Behavior; Teaching Experience; *Training Methods

This study compares classroom management behaviors of two groups: beginning teachers and teachers with one year of teaching experience. It also examines differences in the ability of beginning teachers and second-year teachers to incorporate classroom management training in the establishment and maintenance of learning environments. The analysis focuses on a subsample of 29 teachers (11 beginning and 18 second-year) participating in the Junior High Management Improvement Study. Participants studied a manual, attended two workshops at the beginning of the year, and were observed periodically to assess training effects and student and teacher behaviors. Teachers were interviewed at the end of the year, and completed questionnaires regarding their use of the training materials. Results indicated that though there were treatment effects for second-year teachers, most beginning teachers were not able to implement most of the management recommendations. Second-year teachers used good classroom management strategies more consistently and were more successful in maintaining student engagement. Beginning teachers' inability to use the recommended behaviors appeared to be related to their lack of experience and understanding of classroom processes, rather than lack of attention to training materials. (Author/JD)

ED 263 140 TM 850 612

*Claus, Richard N.; Quimper, Barry E.*

District-Wide Comprehensive Needs Assessment Study. Elementary Level, Part I, 1984-85.

**Saginaw Public Schools, Mich. Dept. of Evaluation Services.**
PUB DATE- Jul 85
NOTE- 63p.; For Part II, see TM 850 614.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; Community Attitudes; *Educational Needs; *Educational Planning; Elementary Education; *Elementary Schools; *Needs Assessment; Operations Research; Parent Attitudes; Public Schools; Questionnaires; *School Attitudes; *School Districts; School Surveys; Teacher Attitudes
IDENTIFIERS- Saginaw City School System MI

In Saginaw, comprehensive needs assessments are conducted every three or four years for planning purposes. Conducted during March and April of the 1984-85 school year, this study produces two basically different kinds of information: (1) Priority Need Index (PNI) data which indicate the key functions (or goals) people perceive should be addressed, and (2) attitude (or opinion) data regarding current issues affecting education. The findings are published in two parts: Part I deals with the PNI data; and Part II deals with perceptions of current issues. Both Parts I and II are summarized at three different levels by producing an Elementary Level Report, Secondary Level Report, and System Level Report. Information was gathered from parents, community members, administrators, and teachers. Two thousand one hundred questionnaires were analysed (Appendix A provides a breakdown of returns by respondent group and a study of possible response bias for non-respondents). This report is the Elementary Level Part I which contains the results on the 19 ongoing functions important to the operation of a school district. Eight functions emerged as the highest need areas: personnel; student personal development; library/media center; labor relations; auxiliary services; teacher values and expectations; staff development; and communications/public relations. Thirteen appendices provide various analyses of the survey data. (PN)

ED 263 184 TM 850 675

*Curran, Linda T.; Holahan, Carole K.*
The 1984 Institute of Texas Studies: The Texas Experience to 1865--An Evaluation.
**Texas Univ., Austin. Measurement and Evaluation Center.**
REPORT NO.- RB-84-7
PUB DATE- Sep 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; College Faculty; Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Higher Education; *Inservice Teacher Education; *Institutes (Training Programs); Program Development; *Program Evaluation; *Questionnaires; Secondary School Teachers; *State History
IDENTIFIERS- Institute of Texas Studies; *University of Texas Austin

Forty-four participants completed a questionnaire (Appendix A) designed to evaluate the Institute of Texas Studies: "The Texas Experience to 1865." Section 1 of the questionnaire consisted of a listing of 20 presentations and activities of the institute and one general institute evaluation item. The remaining sections (2-10) were free-response, with participants being asked to comment on various aspects of the institute, such as format and length, as well as to make recommendations or suggestions for improving future institutes. Also included were questions regarding suggested background reading participants accomplished before and during the institute and questions about their teaching backgrounds and experience. Participant responses to these sections were summarized by grouping similar responses together (Appendix B). On the basis of these groupings, a set of content categories was derived and frequencies per category tallied to summarize the free-response data in a concise manner, as well as one that would facilitate interpretation. The institute received a very favorable evaluation by respondents: most presentations were rated as excellent; and most respondents favored the present institute format. Suggestions to improve the institute were discussed. (PN)

ED 262 969 SE 046 181

*Esquivel, Juan M.; Quesada, Lilliana*

The Development, Validation and Administration of a Criterion-Referenced Science Battery for General Education Students in Costa Rica.

PUB DATE- 85
NOTE- 21p.; Statistical tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Criterion Referenced Tests; Elementary School Science; Elementary School Students; Intermediate Grades; Knowledge Level; Science Education; *Science Tests; *Secondary Education; *Secondary School Science; Secondary School Students; *Test Construction; Test Reliability
IDENTIFIERS- *Costa Rica; Science Education Research

The purpose of this study was to (1) develop and validate criterion-referenced tests to measure science knowledge of students who finished the fifth grade, as well as those who finished the three cycles of the General Education and (2) to assess the performance on these tests of a national, random sample of fourth-, sixth-, seventh-, and tenth-grade students belonging to 127 public elementary and 43 public secondary schools in Costa Rica. Results show the internal consistency of the tests (calculated using KR-21) to be 0.78, 0.68, 0.83, and 0.80 for the fourth-, sixth-, seventh-, and tenth-grade levels respectively. Additional results (obtained from administering tests to 1,012 fourth-grade, 1,130 sixth-grade, 794 seventh-grade, and 449 tenth-grade students) show very low achievement in science. If the results are interpretable in terms of the objectives which were mastered by samples of students, the results are very disappointing, because of the efforts made in the last 12 years by several government agencies to improve science teaching in Costa Rica. In addition, the even lower achievement of students in some regions of Costa Rica pointed to the lack of well-prepared teachers and science materials that were found in another study conducted in those same regions. (JN)

ED 263 124 TM 850 559

*Phillips, Gary W.*
Rasch Analysis Using SPSS.
PUB DATE- Apr 83
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Canada, April, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classification; *Computer Software; Error of Measurement; Estimation (Mathematics); Goodness of Fit; *Item Analysis; *Latent Trait Theory; Mastery Tests; Mathematical Models; Test Items
IDENTIFIERS- *Rasch Model; *Statistical Package for the Social Sciences

Ways in which the Statistical Package for the Social Sciences (SPSS) can be used to perform some Rasch analyses are described in detail. It is shown how SPSS and a set of item calibrations can be used to estimate person abilities, standard errors of measurement, test characteristic curve, test information curve, classification consistency on a mastery test, and item and person fit statistics. Additional uses of SPSS are suggested. Figures, tables, and sample printouts of Rasch analyses using SPSC are appended. (GDC)

A Model Program Narrative. Transitional Black Women's Project.
**Atlanta Univ., GA. Women's Inst. for the Southeast.**
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
NOTE- 123p.; For related documents, see UD 024 502-504.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Blacks; *Career Education; Children; *Disadvantaged; Elementary Secondary Education; Employers; *Females; Human Relations; Job Search Methods; Job Skills; Low Income; *Program Design; Program Implementation; Questionnaires; Racial Bias; *Self Esteem; Sensitivity Training; Social Workers; Underemployment; Unemployment
IDENTIFIERS- *Transitional Black Womens Project GA

This booklet is a description of a model program developed to improve the status of transitional black women in the southeastern United States. These women are defined as under- or unemployed, poor, undereducated, migrant, or household heads, unaware of specialized educational and occupational opportunities available to them, and/or unable to take advantage of these opportunities. The program was designed to aid these women in eliminating dysfunctional images, obtaining productive and rewarding occupations, and improving their self-images and social status. Fifty transitional black women were chosen to participate in the model program with the objective of making them employable by 1983 (three years after the project had been initiated). Of the 31 women who remained active participants, 58% became employable or enrolled in post-secondary schools by the given date. This booklet provides information on program components, including sections on: (1) the sequential training program for transitional black women--human relations training, general education development training, occupational skills training and counseling, and work experiences on-the-job training; (2) intervention training programs for social workers and prospective employers of transitional black women and human relations and occupational training for their children; (3) communications/technical support services for the model program; (4) an administrative schema; and (5) evaluations and recommendations for replication and improvement of the program. Appended are a bibliography and supporting documentation giving statistical information about results of participants' achievements and samples of materials used. (CG)

ED 263 267 UD 024 540

Immigration Emergency Legislation. Hearing before the Subcommittee on Immigration and Refugee Policy of the Committee on the Judiciary on S. 1724 and S. 1983. United States Senate, Ninety-Eighth Congress, First Session (Miami, Florida).

**Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.**

REPORT NO.- Senate-Hrg-98-1231
PUB DATE- 28 Oct 85
NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Emergency Programs; Federal Aid; *Federal Legislation; Haitians; Hearings; *Immigrants; *Refugees; *Undocumented Immigrants
IDENTIFIERS- Congress 98th; *Florida (Dade County); Immigration and Nationality Act 1965; Immigration Legislation; *Mariel Cubans

This document reports the proceedings of a hearing on two pieces of Federal immigration emergency legislation: (1) a bill to amend the Immigration and Nationality Act respecting powers and procedures in immigration emergencies and for other purposes (the "Immigration Emergency Act"), and (2) a bill to amend the Immigration and Nationality Act to provide special authorities and procedures for the control of immigration emergencies (the Immigration Emergency Procedures Act of 1983). The legislation was proposed in response to the influx of aliens to South Florida because of the Mariel boatlift in 1980. Testimony and material for the record was presented by local groups and organizations, Federal, State, and county representatives, and representatives of organizations concerned with citizen and non-citizen rights. The thrust of the testimony concerns the difficulties of dealing with a large alien influx and the need for federal assistance. Specific topics include the impact of immigration on Dade County schools, the costs of the Cuban flotilla, and an analysis of the asylum and refugee provisions of the proposed immigration reform and control act of 1982 by the Lawyers Committee for International Human Rights. (CG)

ED 263 044 SP 026 385

*Carpenter, H. H., Ed.*
Nicholls Teacher Education Program Evaluation Project (NTEP). Evaluation Model.
**Nicholls State Univ., Thibodaux, La.**
PUB DATE- 9 Nov 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Criteria; Evaluation Methods; Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Evaluation; Student Evaluation; *Teacher Education Programs

The Nicholls Teacher Education Program (NTEP) Evaluation Project is a broad-based heuristic model for assessing both the products and processes of the teacher education program at Nicholls State University in Louisiana. The scope of the evaluation model includes three areas. Area I focuses on evaluating undergraduates within the program. Area II is concerned with assessing the program's graduates after they have taught for a year. The third area focuses on content and objectives of the teacher education program. This report describes the NTEP Evaluation Project in detail, and also presents results obtained from evaluations to date. Also discussed are changes taking place as a result of evaluation data. Limitations of the evaluation model are considered. (CB)

ED 263 094 SP 026 781

*Hobar, Nicholas*
Using a Statewide Microcomputer Educational Network to Enhance Teacher Education.
PUB DATE- Jul 85
NOTE- 52p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Technology; Higher Education; *Information Dissemination; *Information Networks; *Microcomputers; Program Improvement; Research Utilization; *State School District Relationship; Teacher Education
IDENTIFIERS- West Virginia

A description is given of the West Virginia Microcomputer Educational Network in the context of excellence in education and how it enables educators in schools, colleges/universities, and the State Department of Education to access and input to an information base of research findings, successful practices, and operational programs related to curriculum, evaluation, instruction, and teacher training, including adaptations for exceptional students. The master plan calls for the development and implementation of public school curriculum and teacher education programs based upon learning outcomes. The network provides educators with free state licensed software for word processing, electronic spreadsheets, data base management, and interactive authoring in addition to approxiately 2,000 public domain software packages. A key feature of the network is the capacity of communications between the various sites within the network. The network has the capacity to disseminate public school educational programs, teacher education programs, and training materials to every teacher and teacher educator in the state. (JD)

ED 263 155 TM 850 637

*Wilson, Mark*
Measuring Stages of Growth: A Psychometric Model of Hierarchical Development. Occasional Paper No. 19.
**Australian Council for Educational Research, Hawthorn.**
REPORT NO.- ISBN-0-85563-397-2
PUB DATE- Jan 85
NOTE- 95p.
AVAILABLE FROM- The Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria 3122, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Cognitive Development; *Cognitive Measurement; *Developmental Stages; Elementary Education; Estimation (Mathematics); Foreign Countries; Latent Trait Theory; *Learning Theories; *Mathematical Models; Preschool Education; Subtraction; Vertical Organization; Young Adults
IDENTIFIERS- Australia; Gagnes Taxonomy; *Hierarchical Learning; Piagetian Tasks; Piagetian Theory; *Saltus Model

A psychometric model called Saltus, which represents the qualitative aspects of hierarchical development in a form applicable to additive measurement, was applied. Both Piaget's theory of cognitive development and Gagne's theory of learning hierarchies were used to establish the common features of hierarchical development: (1) gappiness--the logical construction of the hierarchy which occurs when there is no state between adjacent stages; and (2) rigidity--learning behavior, exhibited by a fixed sequence of progression through stages. Saltus assumes a theory with gappiness expressed through items or tasks, and estimates the rigidity of data, thus testing the hypothesized gappiness. Four experiments tested the Saltus model in elementary school Australian children and with subjects aged 3, 4, 5, 8, 12, and 21 years. Three Piagetian tasks of rule assessment involving proportionality (balance scale, projection of shadows, and a probability task) gave clear evidence of rigidity in the step from the pre-operational stage to the concrete operational stage. The next step, to the formal operational stage, did not show rigidity, although gappiness was evident. The hypothesized existence of a gap to split the concrete operational stage was not supported. The Gagnean data on a subtraction task showed strong rigidity. (Author/GDC)

*Dana, Richard H.; And Others*
Sense of Coherence: Examination of the Construct.
PUB DATE- 18 Apr 85
NOTE- 19p.; Paper prepared for the Annual Meeting of the Southeastern Psychological Association (Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Correlation; Diseases; *Etiology; *Health; Higher Education; *Holistic Approach; *Locus of Control; Prediction; Psychometrics; *Self Concept Measures
IDENTIFIERS- *Sense of Coherence

The Sense of Coherence (SOC) construct, proposed by Antonovsky, has the following three components: (1) Comprehensibility (COMP), the cognitive sense that stimuli confronted convey structured and clear information; (2) Manageability (MAN), the sense that resources at one's disposal are adequate for successful coping; and (3) Meaningfulness (MEAN), the emotional counterpart of comprehensibility. Research instruments developed by Antonovsky, Payne, and Rumbaut to measure the Sense of Coherence construct were employed in this study. Subjects were 179 Univeristy of Arkansas psychology students. The following findings are reported: (1) Antonovsky and Rumbaut total scores measure a similar construct; (2) Antonovsky subscales are highly correlated with the total SOC score; (3) relationships between most Antonovsky and Payne subscales are significant; (4) subscale intercorrelations are appreciably higher for Antonovsky subscales than for Payne subscales; (5) independent construct measures for COMP, MAN, and MEAN are consistently associated only with Antonovsky subscales, (6) Antonovsky total and subscale correlations with health measures are consistent in direction and significance; (7) Antonovsky total score and subscale measures are consistently and predictably related to Multidimensional Health Locus of Control (MHLC) components; and (8) Antonovsky total score and subscore measures are positively and significantly related to both social support indices. The Antonovsky SOC instrument is a more adequate measure of salutogenesis than either the Payne or Rumbaut instruments. References and eight tables are appended. (LMO)

ED 263 254 UD 024 523

*Kirby, Douglas*

School-Based Health Clinics: An Emerging Approach to Improving Adolescent Health and Addressing Teenage Pregnancy.

**Center for Population Options, Washington, DC.**

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 85
NOTE- 27p.
AVAILABLE FROM- Center for Population Options, 1012 14th Street, N.W., Suite 1200, Washington, DC 20005 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTORS- Adolescents; Contraception; Family Planning; *Health Facilities; High Schools; Program Implementation; *School Health Services
IDENTIFIERS- *School Based Clinics

This report discusses the ongoing movement to provide health care and health information to adolescents through school-based clinics and other programs. The report begins with an overview of programs, focusing on: the unique health needs of adolescents; the growth in the number of school-based clinics; goals and objectives of the special programs; types of services they offer; clinics' involvement with special issues surrounding family planning; the issue of abortion; establishment and management of clinics; staff; populations served; the physical set-up of the clinic in the school; parent involvement; the relationship between clinic and school; reasons for the clinics' general success; evidence for the clinics' success; current research on clinics; costs; funding; and limitations of the clinic model. The next part of the report presents an outline of recommended steps to follow in order to implement a school-based clinic. The report concludes with a selected bibliography of resources and a list of addresses of school-based clinics. (KH)

ED 263 281 UD 024 559

*Stepick, Alex; And Others*
Haitians in Miami. An Assessment of their Background and Potential. Occasional Papers Series, Dialogues #12.
**Florida International Univ., Miami. Latin American and Caribbean Center.**

PUB DATE- Dec 82
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Educational Attainment; Employment Patterns; *Haitians; *Immigrants; *Socioeconomic Background
IDENTIFIERS- *Florida (Miami)

A survey of 129 Haitians enrolled in English for Speakers of Other Languages classes in Miami, Florida, revealed that common stereotypes about Miami Haitians are wrong in virtually every respect. In fact, Miami Haitians are not a significant drain on community resources. They did not come to the United States anticipating benefits from the welfare system. They are not uneducated nor are they unskilled. To the contrary, Miami Haitians have a tremendous potential for productively contributing to United States society. They are well educated by Haitian standards and many come with readily employable skills. Their motivations for leaving Haiti are inseparably both political and economic. They possess a sound work ethic and are striving to improve themselves. Economic problems are severe, yet they confront and surmount them with virtually no help from the State welfare system. They rely largely upon opportunities and resources within Miami's own Haitian community. Yet, they do not isolate themselves from the large community around them. They work with, buy from, and live in the same neighborhoods as Cubans, Anglos, and American Blacks. In spite of the many personal difficulties they have encountered since arriving in the United States, they maintain a positive view of themselves and their experiences in United States society. If given sufficient opportunities, they are likely to adapt quickly and succeed economically. (KH)

ED 262 954 SE 046 044

*Hung, Nguyen Manh, Ed.*
Biology=Sinh Vat.
**George Mason Univ., Fairfax, VA. Indochina Inst.**
PUB DATE- Oct 84
NOTE- 492p.
LANGUAGE- English; Cambodian
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Biology; *Cambodian; *English (Second Language); High Schools; Individualized Instruction; *Learning Modules; Limited English Speaking; Science Education; *Science Instruction; *Secondary School Science; Second Language Instruction; Units of Study

This volume contains 32 biology self-study learning packets designed primarily for Indochinese students in grades 9 to 12. The materials could be used by "English as a Second Language" teachers who may/may not speak one of the Indochinese languages, or by mainstream teachers who have a number of low-English-proficiency Indochinese students in their classes. Each packet contains subunits on various topics, following a traditional biology textbook format. Packet titles include: study of life; study of cells; the protist/plant/animal kingdoms; digestion, nutrition, circulation, plant roots/stems/leaves; reproduction and development; genetics; ecosystems; and others. Within the protist packet are subunits on viruses, bacteria, protozoa, fungi, and algae. Each packet contains a vocabulary list in English and Khmer (Cambodian), English text followed by Khmer text, diagrams with labels in both languages, and exercises (review questions, paragraph completion, true/false items, and/or word searches). It is also suggested that the materials would be useful for parent/child tutoring. (DH)

*McKenna, Harold J.; Hand, Marge*
A Guidebook for Teaching Biology.
REPORT NO.- ISBN-0-205-08302-1
PUB DATE- 85
NOTE- 279p.
AVAILABLE FROM- Allyn and Bacon, Inc., Rockleigh, NJ 07647 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Controversial Issues (Course Content); *Heredity; High Schools; Physical Environment; Science Education; *Science Instruction; *Secondary School Science; *Teaching Methods

This 10-chapter guidebook, designed to supplement a basic textbook in biology, provides lessons that demonstrate the application of biological principles and concepts. Chapter 1 is an introduction. Chapters 2 to 5, organized around the key concept of homeostasis, discuss the evolution of the external environment of earth compared to the internal environment of life forms (chapter 2), examine ecological principles (chapter 3), and discuss systems developed by different organisms to obtain nutrients from their external surroundings and to process these raw materials into a form suitable for the maintenance of their internal milieu. Chapter 6 discusses different sensory systems present in organisms which enable them to function effectively in their environment. Chapters 7 and 8 discuss survival of the species and how a species passes on a particular environment and structure to its offspring. Chapter 9 examines how life forms function in extreme abiotic environments (the ocean and outer space) as well as diseases. Each chapter includes an introduction (providing an overview of themes and ideas for instruction), a list of performance objectives, a brief content overview, activities, suggestions for additional activities, and an annotated list of resource materials. Pages which can be duplicated for student use are also included. (JN)

ED 263 029 SO 016 792

*Brown, Sheila; Griffin, Nancy*

Strawberry Square. Thirty-Three Programs in Music Education for Children in Kindergarten and First Grade. Teacher's Guide.

**Agency for Instructional Television, Bloomington, Ind.; Nebraska State Dept. of Education, Lincoln. Div. of School Assistance & Support.**

PUB DATE- 82

NOTE- 68p.; For related song book and Strawberry Square II, see SO 016 793-794.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($1.85, plus shipping; videocassette, $125.00; television series, write for price).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- American Indian Culture; *Child Development; Course Descriptions; Educational Objectives; *Educational Television; Grade 1; Kindergarten; Learning Activities; Music Activities; Music Appreciation; *Music Education; Music Techniques; Primary Education; Resource Materials; *Social Development; Teaching Guides; Teaching Methods

This teacher's guide accompanies a series of television programs in music education for kindergarten and first-grade children. The story line of the programs centers around the revitalization of a once run down neighborhood called Strawberry Square where people had forgotten how to sing, dance, and live joyful lives. The program builds upon the five important musical activities of singing, moving, playing, listening, and creating. Information provided for each of the 33 lessons includes a description of the story presented on television, an explanation of the importance of the lesson with regard to social and personal growth and music objectives, an outline of major themes, and learning activities and teaching methods. Students are involved in many different kinds of activities. For example, they go on walks with parents and listen for different kinds of sounds, learn to sing new songs, take part in movement dramatizations, experiment with body sounds, learn rhyme verses, learn about Native American culture and the strong relationship to nature held by all American Indian tribes, and read and discuss poetry. The guide also contains a list of resource materials. (RM)

ED 263 061 SP 026 665

*McEwin, C. Kenneth; Allen, Michael G.*
Middle Level Teacher Certification--A National Assessment.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Intermediate Grades; *Middle Schools; Secondary Education; *State Standards; *Teacher Certification; *Teacher Qualifications

A study sought to identify current practices and trends in middle level certification of teachers and other selected middle level personnel. Certification officers in all 50 state departments of education were surveyed to secure current certification regulations and related information during the 1984-85 academic year. It was found that 26 states now have some form of middle level teacher certification, and several states not having this certification were seriously considering implementing it. The most popular middle level certification patterns were grades 4 through 8, grades 5 through 9, and grades 5 through 8, accounting for 73 percent of all the patterns followed. Four states have special middle level certification requirements for middle level principals, while three states have certification requirements for middle level counselors and three states have such requirements for specialist teachers. It is concluded that the movement toward special middle level certification is an established trend with a widening base of support. (CB)

ED 263 125 TM 850 583

*Johanningmeier, Ervin V.*
The Origins of Educational Research: A Critique of the Literature.
PUB DATE- 3 Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Child Psychology; *Educational History; *Educational Psychology; *Educational Research; Educational Testing; Elementary Secondary Education; Foundations of Education; Higher Education; Literature Reviews; Psychological Studies; Psychometrics; Research Design; Research Methodology; Scientific Methodology

The origins of educational research are examined in order to understand its original purposes, assumptions, and effects, both intended and unintended. Changes in research are also noted, as public education has been assigned additional responsibilities to meet the requirements of a new social and economic order. This paper discusses the controversy over the date of the origin of modern educational research--whether it began with Joseph Mayer Rice in 1897 or in 1918 with the beginning of standardized objective tests. At about the same time, it is noted, high school attendance grew dramatically and universities showed growing interest in teacher education. The status of education as a science, and the relationship of psychology to educational processes are discussed. Travers' argument that educational research began 140 years ago--building on the foundations of public schooling set by Henry Barnard, Horace Mann, and William Torrey Harris--is also presented. Other topics include the child study movement, experimental pedagogy, and the hypothetical scientific method illustrated by Darwin. (GDC)

ED 263 170 TM 850 660

*Swarthout, David; And Others*
The Effect of Geographic Area on General Aptitude Test Battery Validity and Test Scores. USES Test Research Report No. 48.
**Northern Test Development Field Center, Detroit, MI.**
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Div. of Counseling and Test Development.
PUB DATE- 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; Ethnic Status; *Geographic Regions; Meta Analysis; *Occupational Tests; Racial Differences; Scores; Test Construction; *Test Validity; *Vocational Aptitude
IDENTIFIERS- *General Aptitude Test Battery; Specific Aptitude Test Battery; *United States; United States (North); United States (South); United States (West)

Meta-analysis techniques were used to determine whether or not there are differences in General Aptitude Test Battery (GATB) validity and test scores between samples from the Northern, Southern, and Western United States census areas. The sample consisted of 26,111 subjects from 122 validation studies of the Specific Aptitude Test Battery (SATB). Four different methods were used to analyze the differences in validities: (1) comparison of average validities, weighted by sample size; (2) comparison of average differences in validities, weighted by sample size, between geographic areas; (3) comparison of job-family validities; and (4) chi-square (Hunter, Schmidt, and Hunter). The overall conclusion was that there were no meaningful differences in GATB validity between geographic areas. Analysis of mean score differences indicated mean geographic area differences on all nine GATB aptitudes: general learning ability; verbal, numerical, and spatial aptitude; form and clerical perception; motor coordination; and finger and manual dexterity. The Western United States scored highest, with South lowest, and North in between. These differences were not attributed to racial status, since the same pattern was found for Blacks and nonminorities. (Author/GDC)

ED 263 200 TM 850 691

*Samejima, Fumiko*
Plausibility Functions of Iowa Vocabulary Test Items Estimated by the Simple Sum Procedure of the Conditional P.D.F. Approach.
**Tennessee Univ., Knoxville.**
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-RR-84-1
PUB DATE- Dec 84
NOTE- 215p.; Some tables contain small print.
CONTRACT- N0014-81-C-0569
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adaptive Testing; Elementary Secondary Education; Estimation (Mathematics); *Item Analysis; *Latent Trait Theory; Mathematical Models; *Multiple Choice Tests; Test Items; Verbal Tests; *Vocabulary Skills
IDENTIFIERS- *Distractors (Tests); *Iowa Tests of Basic Skills

Simple sum procedure of the conditional PDF approach (plausiblity of distractor function) combined with the normal approach method was applied for estimating the plausibility functions of the distractors of the Level II vocabulary subtest items of the Iowa Tests of Basic Skills. In so doing, the normal ogive model was adopted for the correct answers of those items, and those items were used as the substitute for the old test. The subjects were 2,364 fourth to ninth grade students who took the Level II tests. Results indicated the existence of informative distractors for certain test items, and it was confirmed that most items fit the informative distractor model (stating that the incorrect chosen distractor does provide information) rather than the equivalent distractor model. The model validation study indicated that, for most items, the normal ogive model was suitable for their correct answers. (Extensive graphs and data tables are included). (Author/GDC)

ED 263 228 UD 024 392

Equal Access to the Courts for Linguistic Minorities: Final Report of the Task Force on Interpreter and Translation Services.

**New Jersey Superior Court, Paterson.**

PUB DATE- 28 Oct 85
NOTE- 306p.
AVAILABLE FROM- Administrative Office of the Courts, CN-037, Trenton, NJ 08625 (free).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Counseling Services; *Equal Protection; Interpersonal Communication; *Interpreters; Interpretive Skills; *Legal Aid; *Legal Education; *Limited English Speaking; Paraprofessional Personnel; *State Courts

This report concerns the adequacy and availability of services to linguistic minorities provided by the judiciary in New Jersey. The findings were as follows: (1) court interpreters generally do not possess required skills, knowledge, and training; (2) forms and documents are not translated by professionals, are not equal in quality to their English counterparts, and are not equally accessible to all linguistic minorities; (3) court support services are not provided by bilingual and bilingual/multicultural personnel with essential skills, knowledge and training; (4) procedures for establishing qualifications and training for personnel in these fields is inadequate; (5) there are no comprehensive guidelines for establishing policy on the conduct of interpreted court proceedings, payment responsibilities, and administration of these services; (6) a statutory basis exists for providing interpreting services for the deaf and hearing impaired, but not for other linguistic minorities; and (7) court personnel, attorneys, and others involved with the linguistic minorities are often insensitive in their communications with these people. It is recommended that (1) the Supreme Court prescribe personnel qualifications and a State Board or Supreme Court Board be established to monitor the interpreters and translators; (2) training centers be designated to educate individuals pursuing these careers; (3) a comprehensive statutory basis be established for linguistic minorities, modeled on existing provisions for the deaf; (4) standards be established to govern all phases of interpreted court proceedings; (5) policies be formed to attract sufficient and adequate personnel; (6) translations be done by approved legal translators; (7) a board of appeals be established to deal with cases of unprofessional conduct; and (8) law schools and courts provide training in dealing with linguistic minorities. (CG)

ED 263 295 UD 024 576

*McLanahan, Sara; And Others*

Losing Ground: A Critique. Institute for Research on Poverty Special Report Series #38.

**Wisconsin Univ., Madison. Inst. for Research on Poverty.**

PUB DATE- Aug 85
NOTE- 94p.
AVAILABLE FROM- Institute for Research on Poverty, 3412 Social Science Building, 1180 Observatory Drive, Madison, WI 53706 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Blacks; Crime; *Economically Disadvantaged; Economic Factors; Educational Attainment; Employment; Family Characteristics; Family Income; *Federal Programs; *Government Role; Illegitimate Births; Poverty; *Poverty Programs; Unemployment; Welfare Recipients; Youth Employment
IDENTIFIERS- *Losing Ground (Murray); War on Poverty

Five papers which criticize Charles Murray's book, "Losing Ground: American Social Policy 1950-1980" are presented in this report. In general, the papers dispute Murray's thesis that the poor did not benefit from social policies but were, instead, substantially harmed by these programs. The papers (and their authors) are: (1) "Charles Murray and the Family" (Sara McLanahan); (2) "Comments on Murray's Analysis of the Impact of the War on Poverty on the Labor Market Behavior of the Poor" (Glen Cain); (3) "Comments on Schooling" (Michael Olneck); (4) "The 1965-1970 Crime Increase as Seen by Charles Murray: A Critique" (Irving Piliavin); and (5) "Social Programs--A Partial Solution to, but Not a Cause of Poverty: An Alternative to Charles Murray's View" (Sheldon Danziger and Peter Gottschalk). (KH)

ED 262 970 SE 046 182

*Taylor, Carla, Ed.*
Groundwater: A Vital Resource. Student Activities.
**Tennessee Valley Authority, Knoxville.**
REPORT NO.- TVA/ONRED/LER-85/46
PUB DATE- Sep 85
NOTE- 73p.; Compiled by Cedar Creek Learning Center.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; *Elementary School Science; Elementary Secondary Education; *Science Activities; Science Education; Science Instruction; *Secondary School Science; Teaching Methods; Water; *Water Pollution; *Water Quality; *Water Resources
IDENTIFIERS- Acid Rain; *Ground Water; Tennessee Valley Authority

Twenty-three activities dealing with various aspects of groundwater are provided in this manual. The activities are arranged under four headings: (1) the water cycle; (2) water distribution in soils (considering such topics as calculating water table depth and purifying water by filtering); (3) water quality (considering such topics as acid rain, carbon dioxide in water, nitrates in groundwater, and total suspended solids); and (4) community aspects (investigating such areas as groundwater rights, farmers and water pollution, how a settling tank works, and groundwater pollution). Each activity includes the recommended grade levels for the activity (ranging from grade 3 to grade 12), objectives, list of materials needed, procedures, background information, list of references, student worksheet, and suggested follow-through activities. (JN)

ED 262 985 SE 046 198

*Tillman, Gus*

Environmentally Sound Small-Scale Water Projects. Guidelines for Planning.

**Coordination in Development, New York, NY.; Volunteers in Technical Assistance, Alexandria, VA.**

SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE- 81
NOTE- 153p.; For related documents, see SE 046 197-200.
GRANT- AID/SOD/PDC-G-0235
AVAILABLE FROM- VITA Publications, 80 South Early St., Alexandria, VA 22304 ($9.25).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Community Development; Community Programs; *Conservation (Environment); *Developing Nations; Disease Control; *Drinking Water; Environmental Education; Living Standards; Natural Resources; Physical Environment; Planning; Public Health; Sanitation; Technical Assistance; *Water Quality; *Water Resources
IDENTIFIERS- *Irrigation

This manual is the second volume in a series of publications on community development programs. Guidelines are suggested for small-scale water projects that would benefit segments of the world's urban or rural poor. Strategies in project planning, implementation and evaluation are presented that emphasize environmental conservation and promote sustainable development. Topics addressed include: (1) water users and uses (with data on water distribution and access); (2) water and environment (identifying ecological concepts related to water resource development); (3) water and health (discussing common water-related diseases and prevention and control efforts); (4) enhancement, development and protection (highlighting plans for system improvement, enlargement, and new source development); (5) sanitation and waste treatment (illustrating basic waste disposal methods); (6) water and agriculture (emphasizing water-agricultural relationships including transport factors and irrigation methods); (7) aquatic products (specifying guidelines for natural product projects); (8) water and energy (stating the potentials and problems of small scale projects); and (9) planning (presenting guidelines, a model, and assessment criteria). Appendices contain a five-page annotated bibliography and addresses of references and publications. (ML)

ED 263 015 SE 046 239

*Llewellyn, Gerald C.; And Others*

The Dilemma of Toxic Materials. Classroom-Tested Ideas and Resources for Social Studies and Science Teachers.

**Virginia Commonwealth Univ., Richmond.**
PUB DATE- 85
NOTE- 375p.; Funded by grants from the Virginia Environmental Endowment.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Environmental Education; Environmental Standards; *Hazardous Materials; Junior High Schools; Learning Activities; *Pollution; Quality of Life; *Science Activities; Science Education; Secondary School Science; *Social Studies; Waste Disposal; *Wastes
IDENTIFIERS- Virginia

Classroom tested ideas and resources for social studies and science teachers on toxic and hazardous substances are provided in this guide. Suggestions are included for ways of increasing student awareness and knowledge about this problem. Although the materials were primarily developed for junior high students they can be adapted and modified for other grade levels and can be integrated into an established curriculum framework. An introductory section provides an explanation on how to use the guide and also identifies potential problems and implications for instruction of this complex and controversial topic. Other sections contain: (1) 27 instructional activities (ranging from simulations and experiments to surveys and computer games); (2) annotated lists of audio-visual aids (with sources indicated); (3) a chart showing contributions of projects to meeting standards of learning (identifying the ways in which the instructional activities correspond to the State of Virginia's expectations in its Standards of Learning); (4) appendices (presenting major toxic substances laws, a guide for hazardous materials disposal, and lists of resource personnel and organizations); and (5) glossary (with definitions related to toxic and hazardous substances). (ML)

ED 263 078 SP 026 726

*Kelley, Michael F.*
The Arizona Performance-Based Teacher Certification Program.
PUB DATE- Apr 85

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *Competency Based Teacher Education; Educational Legislation; Higher Education; *Minimum Competency Testing; *Preservice Teacher Education; *State Standards; Teacher Evaluation
IDENTIFIERS- Arizona

In response to public pressures and a legislative mandate, the State of Arizona began to systematically evaluate prospective teachers while concomitantly requiring a restructuring of the Arizona teacher preparation programs at the college and university level as part of a program entitled the Arizona Performance-Based Teacher Certification Program. Currently, this program consists of a basic skills test and a professional knowledge test which together constitute the Arizona Teacher Proficiency Examination (ATPE). In addition, an Arizona Teacher Residency Program (ATRP) which would provide on-the-job assessment of beginning teachers is under consideration. The ATRP is a proposed performance-based certification program whereby the teacher "residents" will have up to two years (a non-renewable certificate) to demonstrate teaching skills and behaviors deemed essential for successful classroom performance. Additionally, the ATRP will serve as an induction and support system for the teacher residents. This paper deals with the initiation, development, current status, problems encountered, research outcomes, and anticipated future actions related to each of these programs in the State of Arizona. (JD)

ED 263 111 TM 850 001

Comprehensive Information Systems for Local School Improvement:A Reality-Test in Secondary Schools. Systemic Evaluation Project.

**California Univ., Los Angeles. Center for the Study of Evaluation.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 84

NOTE- 294p.; For individual papers, see TM 850 002-007.

GRANT- NIE-G-84-0112-P1

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Administrator Attitudes; Computer Managed Instruction; Data Processing; Educational Environment; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; Feasibility Studies; *Information Systems; Institutional Characteristics; *Instructional Improvement; Microcomputers; Records (Forms); Research Methodology; School Districts; School Surveys; Student Attitudes; Student Records; *Systems Approach; Teacher Attitudes; Test Construction

IDENTIFIERS- California; Computerized Accountability Student Achievement; Evaluation Problems; *Systemic Evaluation

This monograph contains four position papers and two conference papers from the Systemic Evaluation Project (fiscal year, 1984) on the methodological issues associated with applying a comprehensive information system in a secondary school setting. These papers represent work in progress at a suburban Los Angeles high school field test of systemic evaluation methods. The feasibility study is being carried out by the Center for the Study of Evaluation with the Laboratory in School and Community Relations. The four position papers are: (1) "Contextual Influences in Developing a School-Based Comprehensive Information System," by Donald W. Dorr-Bremme; (2) "The Use of Survey Data in Comprehensive Information Systems for Local School Improvement: Purposes, Practices, and Problems," by Leigh Burstein and Kenneth A. Sirotnik; (3) "Making Sense Out of Comprehensive School-Based Information Systems: Exploring Analyses and Reporting Methods for School Staff," by Sirotnik and Burstein; and (4) "Distributive Processing Issues in Education Information Systems," by Philip B. Ender. The conference papers are: (1) "Information Use in Local School Improvement: A Multilevel Perspective," by Burstein; and (2) "Using vs. Being Used by School Information Systems," by Sirotnik. (BS)

ED 263 141 TM 850 614

District-Wide Comprehensive Needs Assessment Study. Elementary Level, Part II, 1984-85.

**Saginaw Public Schools, Mich. Dept. of Evaluation Services.**

PUB DATE- Jul 85
NOTE- 31p.; For Part I, see TM 850 612.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; Community Attitudes; *Educational Needs; *Educational Planning; Elementary Education; *Elementary Schools; *Needs Assessment; Parent Attitudes; *Public Schools; Questionnaires; School Attitudes; *School Districts; School Surveys; Teacher Attitudes
IDENTIFIERS- *Saginaw City School System MI

In Saginaw, comprehensive needs assessments are conducted every three or four years for planning purposes. Conducted during March and April of the 1984-85 school year, this study produced two basically different kinds of information: (1) Priority Need Index (PNI) data which indicate the key functions (or goals) people perceive should be addressed; and (2) attitude (or opinion) data regarding current issues affecting education. The findings are published in two parts: Part I deals with the PNI data; and Part II deals with perceptions of current issues. Both Parts I and II are summarized at three different levels by producing an Elementary Level Report, Secondary Level Report, and System Level Report. Information was gathered from parents, community members, students, administrators, and teachers, and two thousand one hundred questionnaire responses were analyzed. This report is the Elementary Level Part II which contains the results on the 21 questions covering current or emerging educational issues. Two appendixes are provided. Appendix A gives a breakdown of returns by respondent group and a study of possible response bias for nonrespondents. Appendix B contains a summary of system totals, including areas of agreement and difference, plus patterns of results for respondent groups. (PN)

*Wrabel, Thomas J.*
Ego Identity, Cognitive Ability, and Academic Achievement: Variances, Relationships, and Gender Differences Among High School Sophomores.
PUB DATE- Jun 85
NOTE- 137p.; Ed.D. Dissertation, International Graduate School.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; Cognitive Ability; *Cognitive Tests; Correlation; Grade 10; Grade Point Average; High Schools; High School Students; Hypothesis Testing; *Mathematics Tests; Multiple Regression Analysis; *Norm Referenced Tests; *Self Concept; *Sex Differences; Verbal Ability; Verbal Tests
IDENTIFIERS- 3 Rs Abilities and Achievement Tests; Ego Identity Scale (Rasmussen); T Test

This study examined the contributions of cognitive quantitative ability, cognitive verbal ability, normed test achievement and grade point average to the ego identity of 202 high school sophomores. The instrumentation used in this study was as follows: (1) Rasmussen Ego Identity Scale: Revised Short Form; (2) The 3-R's Abilities and Achievement Test: Ohio Version, Form A, Level 15/16; and, (3) grade point average of each subject from the immediate past year. The study design was correlational using a multiple regression prediction configuration, the Pearson correlation technique, and a T-test. Data were scrutinized by using the Statistical Package for the Social Sciences. When the linear multiple regression technique was used for males and females separately, little or no variance was accounted for in ego identity. Only congnitive verbal ability was significant for males. When all subjects were considered together, the multiple linear regression analysis revealed that the independent variables used in this study attributed only 6 percent of the variance in ego identity. Cognitive verbal ability was significant at the .01 level; cognitive verbal ability and cognitive quantitative ability merged and all predictor variables combined were significant at the .05 level. (Author/LMO)

ED 263 268 UD 024 542

*Peterson, James L.; And Others*
Starting Early: The Antecedents of Early Premarital Intercourse. Final Summary Report.
SPONS. AGENCY- Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- Aug 85
NOTE- 36p.
CONTRACT- APR-000916-01-1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Family Structure; Females; Males; One Parent Family; *Parent Child Relationship; Parent Influence; *Racial Differences; Sex Differences; *Sex Education; *Sexuality; *Television Viewing
IDENTIFIERS- National Survey of Children 1981; *Premarital Sex

In an attempt to understand the determinants of early sexual activity, a series of papers were completed using data on 15 and 16-year-olds from the 1981 National Survey of Children. These five papers focus on the association between early sexual activity and, respectively, household structure; television viewing; sex education; race; and parent-teen communication. Following a description of the data used in the analyses, this document summarizes the results of each of the five papers. The first paper finds that children living in single parent households are more likely to initiate early sexual activity. Among white females, sexual activity is affected by whether the mother dates frequently or is remarried (greater likelihood of early activity); among black females sexual activity was more than twice as high for daughters living apart from their fathers. These data indicate that sex and race differences in the family determinants of early sexual activity are substantial. Among black males the results were similar to those for white females; among white males activity was greater for those living with their biological fathers. The second paper considers the effects of television and finds that viewing is a weak predictor of sexual activity but may be more influential among more vulnerable groups and is likelier to be important for males. The third paper considers racial differences in the timing of intercourse and finds that the data most favors a difference in attitudes and perceptions between blacks and whites, rather than a socioeconomic explanation, leading to earlier sexual activity. The fourth paper considers the influence of sex education and finds that sex education programs reduce sexual activity, and that they supplement, rather than interfere with, the influence of parents. The fifth paper finds that daughters of more traditional parents are less likely to have early sexual experiences if they speak to their parents about it, and the effect is similar with sons. Several statistical tables are appended. (CG)

ED 263 045 SP 026 454

*Brennan, Mary Alice*
Where Have All the Scholars Gone...Long Time Passing...
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dance; *Doctoral Dissertations; Higher Education; *Professional Development; *Scholarship

Unlike other fields, especially non-arts areas, dance students do not decide to be scholars early in their dance studies. They enter undergraduate and then graduate study because they want to dance and they later awaken to the fact that if they want to continue in the profession they will probably have to teach. The prospect of scholarship often does not enter the picture. And one reason is the lack of role models. A dance student going on to graduate work encounters few faculty who are actively engaging in scholarly work. Our graduate institutions are not really producing scholars to the extent that they should, given the growth of dance in recent years, and when there is an individual with potential for making a contribution, the positions available do not build in time and support for research. Several charts are included. (JD)

ED 263 242 UD 024 506

Going Public: A Public Relations Guide for the Public Schools.
**New York Alliance for the Public Schools, New York, NY.**
PUB DATE- 85
NOTE- 26p.
AVAILABLE FROM- N.Y. Alliance for Public Schools, 32 Washington Place, New York, NY 10003 (one copy free; more $2.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; News Media; *News Writing; Publicity; *Public Relations; *School Attitudes; School Business Relationship; *School Community Relationship; *School Publications
IDENTIFIERS- *New York (New York)

Based on the idea that an aggressive public relations effort is critically important in heightening a community's confidence in its schools, this guide provides advice for developing a school publicity program. The information presented is intended particularly for public schools in the New York City area. First, the guide suggests ways of organizing, writing, and distributing a school fact sheet, brochure, and newsletter. Next, general information is presented on citywide media and their interests in reporting local school news. Tips for working with community newspapers and writing and distributing creative news releases and photographs are provided. Also outlined is how to create a community school calendar for public release, what to consider when writing a letter to an editor on a school-related issue, how to respond when the media contacts the school, and how to deal with the press in general. Then, a number of possible community relations and fund raising activities are listed. The guide concludes with a description of the New York Alliance for Public Schools, a collaboration between community leaders and education professionals. (KH)

ED 263 282 UD 024 560

*Maingot, Anthony P.*
Caribbean Migration as a Structural Reality. Occasional Papers Series, Dialogues #13.
**Florida International Univ., Miami. Latin American and Caribbean Center.**
PUB DATE- Jan 83
NOTE- 31p.; Revised version of a paper presented to the Conference on Caribbean Migration sponsored by Georgetown University and Greater Miami United (Miami, FL, December 8, 1982).
AVAILABLE FROM- Latin American and Caribbean Center, Florida International University, Tamiami Campus, PC 237, Miami FL 33199 (44.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Economic Development; *Economic Factors; Foreign Countries; *Immigrants; Industrialization; *Migrants; *Public Policy
IDENTIFIERS- *Caribbean Islands; Immigration Impact; United States

Demographic and economic conditions in the Caribbean region combine with social and historical factors to create a structural migration situation: direction and magnitude of the flow might shift, pressures pushing Caribbean Islanders toward migration are constant. Five structural "pull" features encourage migration: (2) the self-contained geographical space of the Caribbean; (2) the tendency of movement to the United States to be preceded by earlier moves, very often to sites of American-financed or managed job opportunities; (3) successful assimilation of Caribbeans into United States society; (4) the continuing role in international relations of ethnicity; and (5) Federal immigration law and national sentiment that support the principle of family reunification. Structural "push" factors, such as overpopulation, land hunger and land scarcity, also encourages migration. Caribbean nations' own efforts to industrialize and regulate migration (such as those made in Trinidad and Haiti) have not managed to solve the problems created by the large-scale migration of poor and unskilled workers, and the emigration to the United States of professionals and skilled workers. While measures such as the Caribbean Basin Initiative cannot cure the pressures of migration, they can help to alleviate internal economic problems and, therefore, they should be supported. Given the overall level of concern among all Caribbean governments, however, it appears that a Caribbean-wide approach to migration is overdue. (KH)

ED 263 000 SE 046 215

*Yurkewicz, William, Jr.*
A Guidebook for Teaching Physics.
REPORT NO.- ISBN-0-205-08355-2
PUB DATE- 85
NOTE- 391p.
AVAILABLE FROM- Allyn and Bacon, Inc., Rockleigh, NJ 07647 ($28.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Atomic Structure; Curriculum Development; *Electricity; Energy; Force; Heat; High Schools; Matter; *Motion; *Physics; Science Education; *Science Instruction; Scientific Concepts; *Secondary School Science; *Teaching Methods

This guidebook consists of 11 chapters. Chapter 1 provides information on organizing a physics course, considering such topics as types of physics programs, laboratory work, curriculum selection, and computers/calculators. Chapters 2 to 11 focus, respectively, on the topic areas of forces, motion, dynamics, energy, heat, the atomic structure of matter, nuclear energy, waves, static electricity, and current electricity. Each of these 10 chapters includes: (1) a brief introduction to the concepts presented, along with a discussion of why these concepts might be important to students, and an outline of choices teachers may want to make in organizing instruction; (2) a list of performance objectives; (3) a review of content; (4) a wealth of learning experiences to employ in teaching concepts in the chapter; (5) evaluation items; and (6) annotated lists of materials useful for teaching topics in the chapter (films, film loops, filmstrips, books, and articles). Also included are 103 reproduction pages which can be used to make masters for spirit duplication, overhead projector transparencies, or student copies. (JN)

ED 263 062 SP 026 666

*Liebert, Doris K.*

From Student to Teacher. A Handbook for Student Teaching. Practicum Guidelines for Student Teachers, Master Teachers, Administrators, College Supervisors.

**Whitworth Coll., Spokane, Wash.**
PUB DATE- 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Higher Education; Master Teachers; *Preservice Teacher Education; Principals; *Student Teachers; Student Teacher Supervisors; *Student Teaching; *Teacher Responsibility; *Teacher Role
IDENTIFIERS- Whitworth College WA

This manual presents guidelines for individuals involved in the student teacher practicum-- student teachers, master teachers, administrators, and college supervisors. The objectives of the student teaching program at Whitworth College (Washington) are stated, and the qualifications, roles, and responsibilities of student teachers are described. Also described are the qualifications and responsibilities of master teachers, college supervisors, the director of student teaching, and the cooperating principal. Policies, procedures, and criteria for successful completion of the student teaching practicum are presented. Appended to the manual are: (1) an application for student teaching; (2) a sample student teaching progress report; and (3) coooperating teacher and student teacher guidelines for the elementary, secondary and special education levels. (CB)

ED 263 095 SP 026 789

*Jorde, Paula*
Computer Technology in the Educational Setting: The Role of Administrators in the Innovation Decision Process.
PUB DATE- Jul 85
NOTE- 20p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Computer Oriented Programs; Cost Effectiveness; *Decision Making; *Microcomputers; Needs Assessment; *Program Implementation

This paper examines some of the theoretical and practical issues confronting educational administrators who must make decisions regarding the implementation of microcomputers in their schools. A conceptual framework is offered for understanding the stages involved in the innovation decision process. Several attributes of innovations are discussed and the objective and subjective judgments involved in any decision to adopt new educational practices are considered. Among the factors involved in decisions about introducing microcomputers are cost effectiveness, social approval, complexity, efficiency, and compatibility with current practices. The nature of adoption and rejection decisions are briefly discussed. Finally, some factors influencing adoption decisions as well as unanticipated consequences of adopting computer technology in the educational setting are examined. One such issue, for example, is the physical and psychological consequences of prolonged computer use and the stress involved in interacting with electronic media over an extended period of time. (JD)

ED 263 156 TM 850 640

*Posner, Michael I.*
Hierarchical Distributed Networks in the Neuropsychology of Selective Attention. Final Report.
**Oregon Univ., Eugene. Dept. of Psychology.**
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Psychological Sciences Div.
REPORT NO.- ONR-TR-85-1
PUB DATE- 15 May 85
NOTE- 49p.
CONTRACT- N00014-83-K-0601
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Attention; *Cognitive Processes; *Learning Modalities; Learning Theories; Literature Reviews; *Models; Neurological Impairments; *Neurological Organization; Spatial Ability; Task Analysis; Vertical Organization; *Visual Perception
IDENTIFIERS- Brain Research; Monkeys; *Selective Attention

A general framework is outlined for describing the relationship of cognition to brain systems. The model provides for empirical investigations at many levels--computational, chronometric, spatial imaging, and cellular--and argues for the logical interrelationship of these areas of investigation. It is applied to selective visual-spatial attention studies in which specific cognitive operations have been related to regional neural systems, by studying brain-injured patients. Studies with alert monkeys are also discussed. Studies of cross-modality cuing and interference suggest that the parietal system is also related to spatial orienting, irrespective of modality and type of cue. Thus a hierarchical cognitive system of spatial attention results, in which somewhat separate modality-specific systems are organized. Patient studies suggest that spatial attention is a module within a more general system of attention that extends to other cognitive systems, such as language. While the anatomy of the more general system is unknown, the general framework does suggest the types of studies which may be useful in revealing its anatomical organization. (GDC)

ED 263 215 TM 850 710

*Jordan-Davis, Walter E.; Butler, Douglas M.*

Social, Environmental, and Cognitive Predictors of Social and Psychological Adjustment in Adolescents: A Theoretical Model.

**Austin Independent School District, Tex. Office of Research and Evaluation.**
REPORT NO.- AISD-ORE-84-40
PUB DATE- 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Adolescents; Egocentrism; Emotional Adjustment; *Family Environment; *Models; Prediction; Secondary Education; *Self Concept; Self Evaluation (Individuals); Social Adjustment; *Social Cognition; Social Development; *Social Environment

This paper outlines a model that could address the interaction between an adolescent's social and personal environment and the impact that this interaction could have on an adolescent's social and psychological adjustment. In addition, a set of mediating variables based on an adolescent's self-concept was presented and discussed. The unique aspect of this model is the inclusion of self-concept as a mediating variable. This model was developed to help analyze data included in a future study that will examine factors that affect the social and psychological adjustment of adolescents enrolled in junior and senior high school (grades 7-12). (Author)

ED 263 255 UD 024 526

Briefing Book for Education.

**National Governors' Association, Washington, D.C.**

PUB DATE- 24 Sep 85
NOTE- 61p.
AVAILABLE FROM- N.G.A. Publications, Suite 250, 444 N. Capitol St., NW, Washington, DC 20001 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Early Childhood Education; *Educational Facilities; Educational Improvement; Educational Technology; Elementary Secondary Education; Government Role; Postsecondary Education; *School Choice; *State Action; *State School District Relationship; *Teaching (Occupation)

This document presents briefing papers for the seven gubernatorial task forces proposed in the National Governors' Association Action Plan for Attaining Educational Excellence. An introductory section discusses the complementary responsibilities of Federal, State, and local governments for assuring access to educational opportunities for all students. A conceptual framework is described for addressing reform issues through the strategic use of state powers and authorities to introduce the best elements of a market orientation to the educational enterprise. Such an orientation is intended, it is said, to empower the providers of service (teachers and administrators) to produce a better, more cost effective and responsive product, while, at the same time, empowering the consumers of educational services (parents, students, and taxpayers) to exercise greater choice in the educational product they buy. The task forces, which will be convened to explore options and develop strategies for State action within this framework, are discussed individually in the next seven sections of the briefing book. Six of the areas of reform deal with issues related to elementary-secondary education, and one deals with post-secondary education. The topics discussed are as follows: (2) Expanding Educational Opportunity and Choice; (3) Improving Young People's Readiness for School; (4) Attracting and Retaining Talented Teachers; (5) Encouraging Results Oriented Leadership; (6) Making More Efficient Use of School Buildings; (7) Making Effective Educational Use of Advanced Technology; and (8) College Quality. Each section provides background on the proposed scope of inquiry of each task force, and a discussion of current state practices, relevant research findings, and the state policy issues to be addressed by each task force. The ninth and final section describes proposed task force activities and provides timetables for the entire initiative. (KH)

ED 263 296 UD 024 591

Minority Students and Staff Report. State of Connecticut Board of Education--1985.

**Connecticut State Board of Education, Hartford.**

PUB DATE- 1 Oct 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Elementary Secondary Education; *Enrollment Trends; Hispanic Americans; *Minority Group Children; *Minority Group Teachers; Public Schools; *School Demography; *School Districts; School Personnel; *Urban Schools; Vocational Education; Whites
IDENTIFIERS- *Connecticut

This report presents data on the distribution of minority group students and staff in the public schools of Connecticut. The five groups differentiated are White, Black, Hispanic, Asian American, and American Indian. A narrative of the report's highlights is followed by seven graphs which show percentages of minority and nonminority staff in Connecticut schools from 1975 to 1984. Eleven statistical tables are provided, which give 1984 data on (1-3) minority students by type of community, by grade, and by school district; (4) minority students in vocational/technical schools; (5) Project Concern (a program for disadvantaged, urban students in Bridgeport, Hartford, and New Haven); (6) growth rates of minority enrollment of five percent or greater; (7) ranking of towns by number of minority students; and (8-10) minority staff in Connecticut by type of community, by school district, and in vocational/technical schools; and the final table (11) illustrates trends in minority group students and staff in the Connecticut public schools from 1975 to 1984. (GC)

ED 262 955 SE 046 045

*Walter, Heather; Lien, Jon*

Attitudes of Canadian Students and Teachers toward the Marine Environment and Marine Education.

PUB DATE- 85
NOTE- 17p.; Paper appeared in "Eau Canada: A Newsletter for Canadian Marine Educators" n2 Oct 1 1985. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Environmental Education; Intermediate Grades; Junior High Schools; Knowledge Level; Marine Biology; *Marine Education; National Surveys; *Natural Resources; *Oceanography; Physical Environment; Science Education; *Student Attitudes; *Teacher Attitudes; Wildlife
IDENTIFIERS- *Canada; Environmental Education Research

This document reports the results of a Canadian survey that questioned approximately 4,000 students and 200 teachers on marine related topics. The student population consisted of children from the fifth through ninth grades. Their questionnaire included items on: (1) attitudes toward the ocean, wildlife, and marine resource issues; (2) orientation toward marine management concepts; (3) knowledge about the marine eni ronment and human impact on the oceans; and (4) personal experiences with the ocean, either direct or indirect. The accompanying teacher questionnaire requested information on students' geographic and economic setting. Teachers were also questioned about their views on marine and aquatic education in their schools. Student responses indicated that knowledge levels were surprisingly low. Replies to attitudinal items reflected a utilitarian orientation towards the ocean by coastal students. Many identified the school as the most important source of information about the marine environment. However, the students with the highest knowledge scores reported that they learned most about oceans from television and direct experiences with the sea. Teachers responded positively to the need for more marine education in the schools (89 percent) and 99 percent indicated that their students find the ocean interesting. Data results are graphically presented. (ML)

ED 262 971 SE 046 183

A Reduced-Content 16+ Syllabus in Physics. A Working Paper Prepared for the Physics Education Joint Committee of the Royal Society and Institute of Physics.

**Institute of Physics, London (England).; Royal Society, London (England).**

PUB DATE- Feb 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Course Descriptions; Foreign Countries; *Physics; Science Curriculum; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- *Great Britain

After publication in 1982 of the Royal Society report "Science Education 11-18 in England and Wales," the Physics Education Joint Committee of the Royal Society and Institute of Physics was established. A working party of this Joint Committee has now produced this reduced-content 16+ syllabus in physics. The main intention of the working party was to produce suggestions for an essential minimum core syllabus in physics for children of all abilities, a core which would be fitted into a coordinated science curriculum for secondary years. The syllabus consists of: (1) a foreword outlining the purpose of the syllabus; (2) an introduction, outlining the aims of physics education, offering several suggestions (such as emphasizing physics processes and applications), and explaining other areas; and (3) the syllabus. The syllabus is set in three columns. The left-hand column outlines the broad topic areas, the middle column provides a commentary on the treatment of the topic for low ability children, and the right-hand column deals with modifications and additional content required for an essential core physics syllabus for General Certificate of Education (GCE) and Certificate of Secondary Education (CSE). An appendix lists illustrative applications appropriate to the various sections of the syllabus. (JN)

ED 262 986 SE 046 199

*Ffolliott, Peter F.; Thames, John L.*

Environmentally Sound Small-Scale Forestry Projects. Guidelines for Planning.

**Coordination in Development, New York, NY.; Volunteers in Technical Assistance, Alexandria, VA.**
PUB DATE- 83
NOTE- 120p.; For related documents, see SE 046 197-200.
AVAILABLE FROM- VITA Publications, 80 South Early St., Alexandria, VA 22304 ($9.25).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Agribusiness; *Community Development; Community Programs; *Conservation (Environment); *Developing Nations; *Forestry; Fuels; Harvesting; Lumber Industry; *Natural Resources; Physical Environment; Planning; Quality of Life; Technical Assistance; *Trees
IDENTIFIERS- *Reforestation

This manual, the third in a series of publications that address community development possibilities in developing nations, provides guidelines for small-scale forestry projects that are integrative and conservation-oriented. Chapters focus on: (1) users and uses (specifying targeted audience and general objectives); (2) planning process (including a rationale and training directives); (3) forestry and the environment (defining ecology, succession, and limiting factors); (4) understanding forestry practices (discussing growth, protection, and harvesting procedures); (5) understanding institutional limitations (presenting legal, social, and economic considerations); (6) multiple-use forestry programs (analyzing implementation factors); (7) harvesting trees for wood products (itemizing types of products); (8) fuelwood management programs (stating the importance and impact of management); (9) agro-forestry projects (discussing benefits and problems); (10) shelterbelt and wind-break plantings (explaining structural and functional aspects; (11) reforestation and afforestation projects (outlining planning and planting procedures); and (12) other considerations (providing additional information). Miniguides for small scale community development projects are presented in the appendix. Seven pages of bigliographic references are also included and categorized by subject areas. (ML)

ED 263 016 SE 046 241

*Schultz, Karen A.*
Self-Regulation While Practicing Addition Facts on the Microcomputer.
PUB DATE- 79

NOTE- 50p.; Paper presented at the Annual Meeting of the North American Branch of the International Group for the Psychology of Mathematics Education (1st, Evanston, IL, September 5-8, 1979).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; *Cognitive Processes; *Computer Oriented Programs; *Elementary School Mathematics; Grade 1; Mathematics Education; Microcomputers; Primary Education; *Problem Solving
IDENTIFIERS- *Self Regulation

The purpose of the study was to survey self-regulation while responding to the addition facts. First graders' performance on microcomputer practice exercises was observed and recorded. Subjects could choose an analytic mode of operation using a symbolic or a finger strategy; or, they could choose a geometric mode of operation using a pictorial or manipulative strategy. An analysis of protocol data indicated that six subjects progressed from the analytic to the geometric modes of operation as problems increased in difficulty; the remaining seven subjects consistently chose either the analytic or harmonic modes of operation (combination of the analytic and geometric). All subjects were highly successful. Eleven of the 13 subjects scored at least 91% correct on each of the four levels of difficulty. The remaining two subjects scored at least 78% correct on each level. (Author)

ED 263 030 SO 016 793

*Larson, Tom*
Strawberry Square. Song Book.
**Agency for Instructional Television, Bloomington, Ind.; Nebraska State Dept. of Education, Lincoln.** Div. of School Assistance & **Support.**
PUB DATE- 82
NOTE- 80p.; For related teacher's guide and Strawberry Square II, see SO 016 792-794.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($1.85, plus shipping; videocassettes, $125.00; television series, write for price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; *Educational Television; Grade 1; Kindergarten; Music; *Music Education; Primary Education; *Singing; *Social Development
IDENTIFIERS- *Songs

Designed to accompany a series of 33 television programs in music education for kindergarten and first grade children, this song book (containing sheet music) correlates with activities in the teacher's guide. Titles of songs included in the book are: Let a Song Tell a Story (short and long versions); If I Had a Hammer; A Happy Street; Let the Melody Ride; Next Time; Your Name Is Jingle; Friends; Bangalory Man; A Package for You; Wake Up, Skipper; Morning; Head-Shoulders; Head-Shoulders, Baby; A Hearty Breakfast; Pitter Patter Raindrops (speech exercise); Five Puppies; Little Sacka Sugar; Talk to the Animals; Alike and Different; Whistle While You Work; Chickamy, Chickamy, Craney Crow; Three Halloween Rhymes; Fat Old Witch; Flowers Won't Grow; What a Wonderful Place; The Wonder Ball; Simple Gifts; Strawberries Ripe; Thanksgiving Is Near; The Piano Is a Wonderful Thing; Circle Round the Zero; Little Shell (speech exercise); Giving and Receiving; Name a Shape; Shapes Are Everywhere; The Eagle and the Hawk; Going on a Picnic; Dr. Knickerbocker; Mail Myself to You; Goodbye, My Friends; The Music Is You; Feet; Friends (waltz version); Grocery Stores and Bathroom Doors; I Like Me; Wiggle Song; Lulla Lullaby (A la Rurru Nino); New River Train; Warm Fuzzies; Heigh-Ho; Roll on the Ground; Diddle Diddle Dumpling; This Land Is Your Land; America the Beautiful; Farewell Andromeda (Welcome to My Morning); Sing; Grandpa; Don't Forget to Remember; Friends; Eefin'; False Face; (Put Another Nickel In) Music! Music! Music!; Thanks for the Memory; Irish Green; Stolen Rainbows; All Night Long; Raggy Baggy Black Sack; A Healthy Meal; I Believe in Music; Raid the Refrigerator; Carlita Wiggle; All around the Kitchen; Punchinella; Ton Moulin; Mud, Mud, Mud; Lots of Worms; On the Bus; Give a Hug to a Bug; Garden Song; Plant a Radish; Tools; Funny, Furry, Cuddly Thing; Pass the Shoe; Little by Little; Bluddle-Uddle-Um-Dum; Consider Yourself; What Is Love?; and It's Love. An index is provided. (RM)

ED 263 046 SP 026 531

*Witty, Elaine P., Ed.*
Attracting Gifted and Talented Blacks to the Teaching Profession. Proceedings of the National Invitational Conference on Teacher Preparation and Survival (5th, Norfolk, VA, March 29-30 1984).
PUB DATE- Mar 84
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academically Gifted; *Black Teachers; Educational Research; Teacher Certification; Teacher Placement; *Teacher Qualifications; *Teacher Recruitment

This document contains papers presented at the fifth in a series of annual conferences dealing with the preparation and survival of black public school teachers. The following papers are included: (1) "Collaboration of Education and Liberal Arts: A Prescription for Recruitment and Preparation of Talented Black Teachers" (Dorothy P. Barnett); (2) "Attracting Gifted and Talented Blacks to the Teaching Profession" (John F. Leeke); (3) "Voodoo Research: Its Implications for Black Americans" (Lillian P. Jennings); (4) "Trends in Recruitment, Retention, and Placement of Prospective Black Teachers" (Edyth Cole, Floyd P. Horton); (5) "Strategies for Preparing Students for Success in Meeting New Certification Requirements" (Margaret G. Dabney); and (6) "Linking Strategies: Public Schools, Community, State Department of Education and Professional Organizations" (V. Wendell Hylton). (JD)

ED 263 079 SP 026 728

*Lambert, Linda*

Adult Learning, Teacher Preparation and Inservice: An Urgent Agenda.

PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Cognitive Style; Higher Education; *Inservice Teacher Education; Learning Processes; *Preservice Teacher Education

This report discusses an interview study that examined the thinking about adult learning of major decision makers, staff development practitioners, and influencial researchers. Brief descriptions are presented of assumptions inferred from the interview data: (1) adult learning experiences are envisioned as potentially similar for all individuals; (2) designs for adult learning through staff development are based upon the learning styles of the participants; (3) if an activity or experience cannot be assigned meaning, learning does not occur; (4) meaning is established by the interaction of experience and purpose; (5) experience must be processed through self-reflection, analysis and critique; (6) the creation and resolution of cognitive dissonance is a critical element in learning; (7) learners recognize cognitive dissonance; (8) significant learning results in transformation of the self; (9) the emerging self and learning are synergistically related; (10) relationships are important in the emergence of the self; (11) learning is a process of emancipation; (12) learning is a self-directing process; (13) adult development is not automatic, but is a function of emancipation, purpose and self-critique; (14) how adults learn, derive meaning, identify interests, and find purpose is not considered developmental; and (15) language development and thought are interrelatd and important to self-direction. These findings are translated into recommendations that can alter how teachers are trained and receive inservice programs. (JD)

*Levine, Michael V.; Drasgow, Fritz*

Performance Envelopes and Optimal Appropriateness Measurement.

**Illinois Univ., Urbana. Model Based Measurement Lab.**
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Psychological Sciences Div.
PUB DATE- Dec 84
NOTE- 49p.
CONTRACT- N00014-79C-0752; N00014-83K-0397
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cheating; College Entrance Examinations; Computer Simulation; Estimation (Mathematics); Higher Education; Hypothesis Testing; *Latent Trait Theory; *Mathematical Models; Multiple Choice Tests; *Response Style (Tests); Scores; *Statistical Significance; Testing Problems; *Test Theory
IDENTIFIERS- Performance Curves; *Performance Envelopes; Scholastic Aptitude Test

Some examinees' test-taking behavior may be so idiosyncratic that their scores are not comparable to the scores of more typical examinees. Appropriateness indices, which provide quantitative measures of response-pattern atypicality, can be viewed as statistics for testing a null hypothesis of normal test-taking behavior against an alternative hypothesis of atypical behavior. Performance curves and the performance envelope are introduced as devices for obtaining a least upper bound for the power of the most powerful statistical tests for aberrance. The performance envelope of a set of tests is the function on (0,1) whose value at t is the least upper bound of the hit rates of the tests when their false positive rate is t. The performance curve of an appropriateness index is the performance envelope of the tests for aberrance based on the index. For some testing anomalies, it is possible to determine the performance envelope for the set of all statistical tests for aberrance, and to identify a test whose performance curve is identical to this performance envelope. An algorithm for computing optimal tests is described. Its use is illustrated with data simulated from the verbal section of the scholastic aptitude test. (Author/GDC)

ED 263 142 TM 850 615

*Fuchs, Lynn S.; Fuchs, Douglas*

The Effect of Measuring Student Progress Toward Long vs. Short-Term Goals: A Meta-Analysis.

PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Criterion Referenced Tests; Disabilities; Effect Size; Elementary Secondary Education; *Individualized Education Programs; *Meta Analysis; *Outcomes of Education; Preschool Education; Special Education; *Student Improvement; *Testing Problems

This meta-analysis explored how measuring student progress toward long vs. short-term goals affects achievement outcomes. Twenty-one controlled studies were coded in terms of measuring method (toward long- vs. short-term goals) and type of achievement outcome (probe-like vs. global achievement test). Analogues to analysis of variance conducted on weighted unbiased effect sizes (UES) indicated an interaction: when progress was measured toward long-term goals, UESs on global measures were higher than on probe-like outcomes; when progress was measured toward series of short-term goals, the reverse was true. Implications for special education practice are discussed. (Author)

ED 263 171 TM 850 661

*Weiss, David J.*

Computerized Adaptive Measurement of Achievement and Ability. Final Report.

**Minnesota Univ., Minneapolis. Dept. of Psychology.**

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.; Air Force Office of Scientific Research, Arlington, Va.; Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Jun 85
NOTE- 31p.
CONTRACT- N00014-79-C-0172
AVAILABLE FROM- Computerized Adaptive Testing Laboratory, N660 Elliott Hall, University of Minnesota, 75 East River Road, Minneapolis, MN., 55455.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Ability; *Achievement Tests; *Adaptive Testing; *Computer Assisted Testing; Higher Education; Item Analysis; *Latent Trait Theory; Mastery Tests; Monte Carlo Methods; Testing; Test Items; Test Theory

This research program was designed to investigate the applications of item response theory and computerized adaptive testing to the unique problems of the measurement of ability and the measurement of achievement. The research utilized a combination of monte carlo simulation studies and live-testing studies. The research approach for adaptive achievement testing included: intersubtest branching; the dimensionality of measured achievement over time; adaptive mastery testing; and adaptive self-referenced testing. The research approach for adaptive ability testing included: adaptive testing strategies; and response modes, test item formats and effects of test administration variables. This research is summarized and related to ten technical reports and other publications. Abstracts of the technical reports are included and the major research findings are presented. (PN)

ED 263 186 TM 850 677

*Preiss, Raymond W.; Rindo, John*
The Information Processing Consequences of Receiver Apprehension.

PUB DATE- 10 Oct 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Anxiety; Cognitive Ability; *Cognitive Processes; *Cognitive Style; *Encoding (Psychology); Higher Education; Hypothesis Testing; *Language Processing; Learning Processes; *Personality Traits; Role Playing
IDENTIFIERS- T Test

This paper discusses receiver apprehension, an information processing syndrome, in the context of counterattitudinal advocacy. Receiver apprehension was conceptualized as a trait anxiety associated with misinterpreting, inadequately processing, and/or being unable to adjust to incoming messages. This processing anxiety suggested cognitive rigidity for high apprehensive receivers and cognitive flexibility for low apprehensive receivers. Counterattitudinal advocacy was employed in this test for cognitive rigidity. Receiver apprehension and information level were hypothesized to interact such that high apprehensive subjects would exhibit more self-persuasion when provided with belief discrepant information and low apprehensive subjects would exhibit significantly more self-persuasion in the no information condition. Results supported this relationship. (Author)

ED 263 201 TM 850 692

Planning the 1990 Census: Priorities for Research and Testing.
Interim Report.

**National Academy of Sciences - National Research Council, Washington, DC. Panel on Decennial Census Methodology.**

SPONS. AGENCY- Bureau of the Census (DOC), Suitland, Md.
PUB DATE- 84
NOTE- 63p.
AVAILABLE FROM- Panel on Decennial Census Methodology, Committee on National Statistics, National Research Council, 2101 Constitution Avenue, Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Census Figures; *Data Collection; *Demography; Estimation (Mathematics); Evaluation Needs; Followup Studies; *National Surveys; Needs Assessment; Pretesting; Recordkeeping; Research Committees; *Research Design; Research Needs; *Sampling
IDENTIFIERS- *Census 1990

The Panel on Decennial Census Methodology met during the year 1984 to investigate the following technical issues related to the 1990 United States census: (1) adjustment of census counts and characteristics; (2) sampling; and (3) administrative records. A number of recommendations were made. It was suggested that a low priority be given to research and testing directed toward taking a sample survey instead of a census for the population count and basic characteristics; that the costs of each stage of followup and the feasibility of sampling for followup be studied; and that machine-readable records be tried for a sample of the data. Further testing of telephone followups and further research in the area of verification of content were also supported. Suggestions for alternate ways of obtaining housing data were made. Further study of the feasibility of a two-stage data collection, using the short form and long form, was encouraged. Further studies evaluating coverage were strongly recommended, while it was felt that the pretest of the post-enumeration study methodology was too ambitious. Continuation of the Forward Trace Study was supported. Other issues of reliability, ancillary data, statistical estimation, and operational constraints were discussed. (GDC)

ED 263 229 UD 024 398

*Harnqvist, Kjell*
An Empirical Study of Long Term Effects of Education.
PUB DATE- Dec 84
NOTE- 22p.; Paper presented at the International Conference on Education in the '90s: Equality, Equity and Excellence in Education (1st, Tel-Aviv, Israel, December 16-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Attainment; Equal Education; *Outcomes of Education; *Sex Differences
IDENTIFIERS- *Sweden

A large-scale study of Swedish men and women, each of whose intelligence level at age 13 was above the 25th percentile and whose father's education was only at the elementary level, was conducted in order to determine what educational level the participants had achieved and to study long-term effects of schooling. Subjects were sent questionnaires which were followed up by personal interviews with a subsection of the group. Questions included information about education, occupation and working conditions, spare time activities, social contacts, and confidence in own ability and competence. Most of the questions were geared to determine the effects of education on the areas mentioned above. Educational level was found to correlate with school satisfaction both positively and negatively (some of those at lower levels demanded more education for the younger generation than they obtained themselves). On the subject of work, respondents with higher educational levels were found to consider their jobs as learning experiences and felt they had more influence on their working conditions; at the lower levels, subjects' work was less demanding. Involvement in cultural activities correlated positively with educational level, and entertainment activities such as watching television or sport events were correlated negatively. Social contacts were greater with family at lower levels and greater with other workers at higher education levels. The relation between educational level and confidence in ability varied depending on the character of the task in question (practical, civic, or linguistic). The verbal interviews found that linguistic ability varied both by sex and education level. Included with this paper are tables providing information in graph form about the various questions. (CG)

ED 263 001 SE 046 216

A Reduced-Content 16+ Syllabus in Biology. A Working Paper Prepared for the Biological Education Joint Committee.

**Institute of Biology, London (England).; Royal Society, London (England).**

PUB DATE- Jan 85

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Biology; *Course Content; *Course Descriptions; Foreign Countries; Science Curriculum; Science Education; Secondary Education; *Secondary School Science

IDENTIFIERS- *Great Britain

This syllabus (which is not a teaching syllabus) is intended to be an essential minimum core syllabus in biology for children of all abilities. It consists of: (1) a foreword, which outlines how the syllabus was generated; (2) an introduction, which provides information about the use of the syllabus in biology teaching (for example, the local environment should be used as a basis for the study of biology whenever possible); and (3) the syllabus. The syllabus provides the minimum core content (theory and corresponding suggested student activities) separately for below average students and for average and above average students. Major content themes considered include: the diversity of organisms; relationships between organisms and the environment; organization and maintenance of the individual; and development of organisms and the continuity of life. (JN)

ED 263 096 SP 026 799

*Paese, Paul C.*
Increasing Academic Learning Time in Elementary Physical Education.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Feedback; *Physical Education; Teacher Behavior; *Teacher Student Relationship; *Time on Task
IDENTIFIERS- Academic Learning Time Physical Education Motor

The amount of time students are engaged in the subject matter in physical education has been found to have a high correlation with student achievement. Academic Learning Time-Physical Education Motor ALT-PS(M) is defined as the amount of time a student spends in physical education content doing a motor skill with a low error rate. A report is given of a study that: (1) examined the effect of increasing teacher verbal feedback to students on ALT-PE(M) and engaged time in the classes of three experienced elementary physical education teachers; (2) examined the effect of increasing teacher verbal feedback to students and providing information to the teacher concerning percentages of students waiting in class on ALT-PE(M) and engaged time; and (3) determined whether changes in ALT-PE(M) and engaged time were maintained after interventions were removed, if in fact changes did occur. Primary physical education classes with twenty-five to thirty students were observed. A description is presented of the method of data collection, the research design, and coding categories (setting, content, learner move, and difficulty level). An analysis of results indicates that a behavior change took place in all three teachers and their classes as a result of the interventions applied. This was demonstrated when comparing the mean averages of engaged time ALT-PE(M) and teacher feedback during each intervention phase. Recommendations are made for further research. (JD)

ED 263 112 TM 850 002

*Dorr-Bremme, Donald W.*
Contextual Influences in Developing a School-Based Comprehensive Information System.
**California Univ., Los Angeles. Center for the Study of Evaluation.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 50p.; In: Comprehensive Information Systems for Local School Improvement: A Reality-Test in Secondary Schools (TM 850 001).
GRANT- NIE-G-84-0112-P1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Career Guidance; *Educational Environment; *Evaluation Methods; Evaluation Utilization; Feasibility Studies; Financial Support; High Schools; *Information Systems; Institutional Characteristics; Instructional Development; *Instructional Improvement; School Districts; *Student Records; *Systems Approach; Teacher Attitudes
IDENTIFIERS- California; Computerized Accountability Student Achievement; *Systemic Evaluation

This is one of a series of reports based on an ongoing reality test of systemic evaluation for instructional decision making. This feasibility study is being carried out by the Center for the Study of Evaluation with the Laboratory in School and Community Relations at a suburban Los Angeles high school (called Site A). Viewing a school as a cultural/ecological system, systemic evaluation is a set of principles to guide local development of processes to gather, organize, and utilize information relevant to the needs and values of the system and its members. This paper discusses four key social contextual issues that emerged during the early phases of the Site A project: (1) the current status of the school's Computerized Accountability for Student Achievement (CASA) information management system for counseling and administrative staff; (2) teachers' clinical perspective on information and features of the school's social organization; (3) faculty-district relations as they impinge on the systemic evaluation development; and (4) the nature of the school district's support for the project and what it portends for the future. (BS)

ED 263 243 UD 024 507

Comparable Worth: An Analysis and Recommendations.
**Commission on Civil Rights, Washington, D.C.**
PUB DATE- Jun 85
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Civil Rights; Court Litigation; *Employed Women; Employment Practices; *Equal Opportunities (Jobs); Federal Legislation; Job Analysis; Labor Force; *Personnel Evaluation; Public Policy; *Salary Wage Differentials; *Sex Discrimination; Wages
IDENTIFIERS- Civil Rights Act 1964 Title VII; *Comparable Worth; Equal Pay Act 1963

This report discusses sex-based wage discrimination, the role of comparable worth doctrine in analyzing or combating such discrimination, and the appropriateness of the remedial prescriptions that comparable worth doctrine envisions. The report consists of a brief introduction and five chapters. Chapter 1 presents a brief overview of women in the work force. It describes and explains the recent growth in female employment, protective legislation, and earning ratios for men and women. Chapter 2 discusses the general situation of the wage gap, and considers theories which have attempted to account for its existence. The variety of methods used to measure discrimination are assessed, and it is concluded that employers must not be held responsible for social situations beyond their control. Chapter 3 addresses the issue of using job evaluations as the basis of wage determination. The role of market forces in determining wages is analyzed, and job evaluation procedures commonly used by firms are reviewed. The possible consequences of basing pay on job evaluations, as comparable worth advocates suggest, are evaluated. Chapter 4 analyzes legal issues surrounding the comparable worth question. Focus is placed on the Equal Pay Act and Title VII of the Civil Rights Act of 1964, which are said to be the two principal Federal statutory bases on which plaintiffs may make claims of sex-based wage discrimination. Finally, Chapter 5 presents major findings and recommendations. Federal civil rights enforcement agencies are encouraged to reject comparable worth and rely instead on the principle of equal pay for equal work. Moreover, it is recommended that the Justice Department and Congress resist comparable worth doctrine. The report concludes with concurring statements from members of the United States Commission on Civil Rights. (KH)

*Farrell, Robert V.*
Formal Education and Development in the Caribbean: A Functional or Dysfunctional Relationship? Occasional Papers Series, Dialogues #16.
**Florida International Univ., Miami. Latin American and Caribbean Center.**
PUB DATE- 83
NOTE- 28p.; Paper presented at the meeting of the Latin Americn Studies Association (11th, Mexico City, September 28 - October 1, 1983).
AVAILABLE FROM- Latin American and Caribbean Center, Florida International University, Tamiami Campus, PC 237, Miami, FL 33199 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Developing Nations; *Economic Development; Educational Improvement; Educational Needs; *Educational Planning; *Elementary Secondary Education; Foreign Countries
IDENTIFIERS- Caribbean Islands

The necessity for planning education for economic development is the topic of this paper, which focuses particularly on the relationship between the Caribbean region and South Florida. First, a general overview of the current state of education in the Caribbean is presented, and the relation of formal education to development is discussed. Next, education and educational planning in the Caribbean are surveyed, and then the current trend toward integrating educational planning with social, economic, and cultural goals is cited. Finally, it is proposed that a dynamic between educational content and teaching method, in the form of a new "generative curriculum" should be a current focus of Caribbean educators and planners. (KH)

ED 263 297 UD 024 592

School Staff Report. Certified Professional Staff in the 165 Towns and Regional School Districts of Connecticut in September 1984.

**Connecticut State Dept. of Education, Hartford.**

PUB DATE- 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Credentials; Elementary Secondary Education; Personnel Data; *Professional Personnel; *Public Schools; Salaries; *School Districts; *School Personnel; Teacher Characteristics
IDENTIFIERS- *Connecticut

This report presents information on certified professional staff in the 165 public school districts in Connecticut. (Certified professional staff includes teachers, school counselors, psychological examiners, school psychologists, social workers, reading consultants, and administrators.) Following a narrative summary, 16 graphs, 7 tables, and 4 statistical appendices provide data on sex, race, age, education, prior Connecticut teaching experience, salary, salary growth, and assignment of the nearly 37,000 full-time equivalent, certified professional staff employed in the state's local pulic school districts. (GC)

*Kubiak, Patricia M.*

An Annotated Bibliography of the Literature Dealing with the Question of Whether Teachers as Professionals Are Justified in Striking to Achieve Their Goals.

PUB DATE- Jun 85
NOTE- 40p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Public School Teachers; Sanctions; *Teacher Militancy; *Teacher Strikes; Unions

Literature concerning teachers' right to strike was reviewed. Three major themes were addressed: (1) the present state of arguments against teacher strikes; (2) their refutation by various individuals within the profession; and (3) arguments that were basic in demonstrating that the preponderance of evidence has shifted to the inevitable acceptance of strikes to aid teachers in achieving their goals. A glossary of relevant terms preceded an annotated bibliography of 32 citations from journals and books. The annotations are divided into four sections: (1) "Is It Unprofessional to Strike?"; (2) "Is Unionism and Militancy Justified?"; (3) "Are Students the Real Victims of Strikes?"; and (4) "What Are the Legal and Moral Ramifications of Strikes?" It is concluded that public school teacher strikes can be justified. The concluding biliography also serves as an author index to the works annotated in this document. (CB)

Handbook for Establishing Minimum Competency Programs in Wyoming Schools.

**Wyoming State Dept. of Education, Cheyenne.**

PUB DATE- 82
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competency Based Education; Educational Planning; Educational Policy; Elementary Secondary Education; *Guidelines; *Minimum Competencies; *Program Implementation; Remedial Programs; *School Districts; State Boards of Education; *Student Needs
IDENTIFIERS- Elementary Secondary Education Act Title II; *Wyoming

This handbook is designed to help local school districts to implement the November 8, 1980, State Board of Education policy requiring school districts to identify individual student needs in reading, writing, computation, and civic and economic responsibility and to provide assistance to those students. The Wyoming approach to minimum competency is unique among the 36 states having minimum competency requirements in that it focuses on the meeting of individual student needs at the local level and does not require automatic denial of a diploma as a result of failing a test. This approach places the responsibility for setting standards, assessing students, and determining the point at which they may be graduated at the local district level. This handbook is a response to district requests to provide guidance, and its contents should be read as suggestions not as mandates. In the accreditation process, the state will look for evidence that the district is moving toward implementation of the policy. The details of the program are to be developed locally. Districts may find this handbook helpful in developing an approach which best fits their own setting. (PN)

ED 263 216 TM 850 712

*Macrae, Kristina S.*

Strategies Underlying Psychometric Test Responses in Young and Middle-aged Adults of Varying Educational Background.

PUB DATE- Aug 84
NOTE- 28p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; Adults; *Age Differences; *Cognitive Ability; *Cognitive Measurement; *Cognitive Processes; *Educational Attainment; Foreign Countries; *Learning Strategies; Middle Aged Adults; Post Secondary Education; Problem Solving; Psychometrics; Test Wiseness; Young Adults
IDENTIFIERS- Australia

The aim of this study was to investigate the strategies leading to test item responses in 60 young (20-25 years) and 60 middle-aged (35-40 years) adults, whose highest level of education had been either secondary, technical or university. Subjects were individually administered a 12 item test similar to Raven's Progressive Matrices, and were required to describe in detail the thinking underlying each solution. Pass rates did not differ according to age or educational status, but this masked differences between the groups in strategy choice. Older and technically educated subjects were more likely to adopt non-analytic strategies, depending on item type. It was suggested that the age differences may be precursors of later decline in old age, and that technical education which in Australia is vocationally specific, may rely less on abstract cognitive skills. References and tables are appended. (Author/LMO)

ED 263 269 UD 024 545

*Stevens, Leonard B.*
Suspension and Corporal Punishment of Students in the Cleveland Public Schools, 1981-82.
**Office on School Monitoring and Community Relations, Cleveland, OH.**
PUB DATE- 20 May 83
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *Corporal Punishment; *Discipline; Discipline Policy; High Schools; Junior High Schools; *Racial Bias; *Suspension
IDENTIFIERS- *Ohio (Cleveland)

This paper reports information about suspension and paddling of students in the Cleveland Public Schools for the 1981-82 year in junior high schools and high schools. The findings are as follows: (1) While the total number of suspensions issued in each school year since 1971 has been in the range of 19,000 to 29,000, the system has in effect doubled its use of suspension since student enrollment has dropped nearly in half. (2) More than half of all suspensions were for action or behavior by students which involved no violence or incidents and posed no clear danger to other students or staff. (3) Black students were suspended at a somewhat higher frequency than White students. (4) For all grade levels combined, suspensions were issued at the highest rate to Black male students (45%). (5) There was also a large disproportion found in suspension rates by school; in other words, suspensions appear to depend not only on student behavior but also on the school. (6) Paddling is the second most frequent form of discipline in the system; a total of 9,738 paddlings were reported for the year, with junior high school students receiving the largest share and black students being paddled nearly twice as frequently as white students. (7) The application of paddling is unevenly distributed from school to school. Recommendations include: reducing the number of these disciplinary actions by using others; monitoring for racism in the use of these punishments, and monitoring for uniformity of application of these disciplinary actions among schools. Tables showing suspension rates by cluster, school, race, and type of violation, plus a list of schools ranked from highest to lowest in suspension rates, are appended. (CG)

ED 262 956 SE 046 046

Meeting the Challenge: The Supply of and Demand for Teachers of Mathematics and Science in Minnesota Secondary Schools. Conference Report.
PUB DATE- 83
NOTE- 20p.; Report of a conference sponsored by Minnesota Board of Teaching and the State Board of Education, in cooperation with the Educational Cooperative Service Unit of the Twin Cities Metropolitan Area (St. Paul, MN, December 7, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; *Educational Planning; Incentives; *Mathematics Teachers; *School Business Relationship; *Science Teachers; Secondary Education; Secondary School Teachers; Teacher Certification; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Minnesota

In response to a growing concern regarding the supply of and demand for teachers of science and mathematics in Minnesota secondary schools, a conference was held in December 1982. It was intended to encourage collaborative initiatives among policy makers, classroom teachers, school administrators, school board members, college personnel, and representatives of business and industry in pursuing solutions to the problem. This report includes a summary of the key ideas offered by conference presenters, representative questions and comments expressed by conference participants, and a list of persons attending the conference. It is intended to serve as a resource for future continued dialogue. Questions and comments were grouped under the following categories: teacher licensure, education rule, business/education cooperation, college requirement and recruitment, and differential pay and teacher mobility. (MNS)

ED 263 017 SE 046 242

*Guthrie, Larry F.; Leventhal, Constance*

Opportunities for Scientific Literacy for High School Students.

**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Course Organization; *Educational Opportunities; High Schools; High School Students; Science Curriculum; *Science Education; Science Instruction; Science Interests; *Scientific Literacy; *Secondary School Science; *Student Interests
IDENTIFIERS- Science Education Research

This study examines to what degree opportunities for scientific literacy were provided or denied to college bound and non-college bound students and the extent to which students utilized the available opportunities. An ethnographic approach was employed in this 3-year study of six high schools. Population descriptions and data are presented for four California schools and two schools in Utah. The schools' science curriculum structure, how opportunities are established, and how they are exercised are examined, as are students' science experiences and the schools' emphasis on the attainment of scientific literacy. Included among the study's findings are indications that: (1) teachers give priority to facts, methods, and attitudes; (2) scientific literacy components did not form an integral part of the curriculum; and (3) the size and make-up of the school population influence course offerings, teaching load, and science requirements. It was suggested that consideration should be given to ways of increasing the range of student choices of science courses and of improving the quality of science instruction for all students. (ML)

ED 263 047 SP 026 551

*Valois, Robert F.; And Others*

An Evaluation of the Relationship between Cognitive and Affective Taxonomic Outcomes of a University Personal Health Education Program.

PUB DATE- 18 Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Atlanta, GA, April 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; Classification; *Cognitive Measurement; College Students; *Health Education; Higher Education; Program Evaluation; Required Courses; *Student Attitudes
IDENTIFIERS- Taxonomy of Educational Objectives

This study evaluated the relationships between cognitive and affective taxonomic outcomes of a required college level course in personal health education. Additional purposes of the study were to: (1) devise valid assessment instruments to facilitiate measurement of cognitive achievement and affective change using the Taxonomy of Educational Objectives; (2) determine the effects of a required course in personal health education on the knowledge and attitudes of college students on five selected subscale topics; and (3) evaluate the relationship between hierarchical patterns of the cognitive and affective domains of the Taxonomy of Educational Objectives within the realm of health education. Subjects included approximately 100 students from two personal health education classes in the instrumentation phase. Subjects in the experiemental phase consisted of approximately 506 students. A 138-item Personal Health Knowledge and Attitude instrument was used to assess personal health knowledge and attitudes and health locus of control. Based on the results of the study, it was concluded that the required course in personal health was effective in improving the health knowledge and control of college students and that a relationship does exist between the cognitive and affective taxonomies. (Author/JD)

ED 263 080 SP 026 732

*Elliott, John Dennis*
Attributes of Instructional Materials That Increase Their Probability of Adoption by Teachers.
PUB DATE- 82
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum Development; Decision Making; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Instructional Materials; *Media Selection; *Teacher Attitudes

Studies relating to the characteristics of instructional materials that are adopted for use by teachers are reviewed. Included in the review are studies about: (1) the importance of instructional materials in the classroom; (2) how teachers select instructional materials; (3) theories about instructional materials; (4) attributes of innovations and their adoption; (5) teacher planning; and (6) selection criteria used by teachers. While not much is known about the criteria teachers use to select instructional materials, it appears that student interest and ability are very important to the teacher. Teachers also modify the characteristics or methods of use of instructional materials to fit their perceived needs. There is a great need for teachers to work with educational researchers so that more can be known about teachers' planning, decision making, and material selection processes. Additionally, teachers should be partners with curriculum designers so that designers can be sure that their materials are used properly and that the materials have attributes that teachers find attractive. A nine-page reference list concludes the document. (CB)

ED 263 127 TM 850 585

*Duran, Richard P.; And Others*
TOEFL from a Communicative Viewpoint on Language Proficiency: A Working Paper.
**Educational Testing Service, Princeton, N.J.**
REPORT NO.- ETS-RR-85-8; TOEFL-RR-17
PUB DATE- Feb 85
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Entrance Examinations; *Communicative Competence (Languages); Content Analysis; Criterion Referenced Tests; *English (Second Language); Higher Education; Item Analysis; *Language Proficiency; *Language Tests; Models; Performance Factors; Second Language Learning; *Skill Analysis; Test Construction; Test Items; Test Reviews
IDENTIFIERS- Interagency Language Roundtable; *Test of English as a Foreign Language

The content characteristics of the Test of English as a Foreign Language (TOEFL) are examined from a communicative viewpoint, based on current theory in applied linguistics and language proficiency assessment. The study employed a four-part operational framework. The first component analyzed the communicative characteristics of a language proficiency test based on grammatical, sociolinguistic, and discourse competencies required by test tasks. The second component consists of eight factors which could influence scores--test taking skills, representation of knowledge, language use situation, context and message, artificial restrictions, monitoring factors, affective factors, and strategic factors. The third component consists of judgments of the relevance of item content to academic and social language use. The final component considers the relationship of language tasks in TOEFL items to the criterion-referenced Interagency Language Roundtable scale of language proficiency. Suggestions for improving language proficiency tests are presented, which are based on the principle of eliciting the best performance from examinees. Appendices include a 150-item TOEFL test form; a script for the TOEFL listening comprehension section; taxonomies of communication skills; item analyses based on the communication skill checklists; and skill level descriptions from the Interagency Language Roundtable. (GDC)

*Schuyler, Nancy Baenen*
Does Retention Help? Perspectives after Three Years.
**Austin Independent School District, Tex. Office of Research and Evaluation.**
REPORT NO.- AISD-ORE-84-35
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Attitude Measures; Elementary Education; *Grade Repetition; *Informal Assessment; *Longitudinal Studies; Mathematics Tests; Reading Tests; School Surveys; *Student Evaluation; Student Improvement
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills

The Austin Independent School District Office of Research and Evaluation (AISD-ORE) has recently completed a three year study of the effects of retention on elementary students. As in other studies comparing the academic achievement of elementary retainees and similar students not retained, findings indicated that promoted students generally show better gains. However, retention decisions must be made on an individual basis, and retention does help some students. This paper discusses some alternate ways this school district has explored the effects of retention. One study judged success of individual retainees by the opinions of teachers and parents, and by reading gains on the Iowa Tests of Basic Skills. The other study investigated differences in growth patterns in reading and math for retainees before, during, and after retention. Findings across the three-year study are summarized. The Parent Survey and Questions for Teachers of Retainees are presented in the appendices. Also included is a bibliography listing 16 publications from the AISD-ORE relating to promotion retention. (Author/PN)

ED 263 172 TM 850 662

*Scott, Thomas D.*
How to Evaluate Unit Performances.
**Army Research Inst. for the Behavioral and Social Sciences Field Unit, Presidio of Monterey, CA.**
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-RP-84-14
PUB DATE- Jul 84
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Armed Forces; *Evaluation Methods; Feedback; *Guidelines; Job Performance; *Military Personnel; *Military Training; *Vocational Evaluation
IDENTIFIERS- Military Combat; *Military Maneuver Arms Units; Tactics

This document presents a step-by-step method for evaluating collective tactical training exercises for maneuver-arms units. The guidance presented is generally applicable to formal (external) and informal (internal) evaluations. Both types of evaluations are treated as stemming from training exercises. That is, training is a major purpose of the exercise--it is not conducted only to evaluate the unit. This document contains guidance for evaluations conducted to provide units with diagnostic feedback on their performance and to provide higher echelons with information on the units' training needs and proficiency. Procedures are broken down into five stages, each of which is further divided into a series of steps. The first stage includes those planning and preparation steps which should be accomplished before the unit moves to the field for the exercise. The second stage includes final preparation steps which are carried out immediately before the start of the exercise. The third stage includes the operations carried out during the tactical exercise. The fourth stage consists of the steps to be accomplished in preparing and conducting after-action reviews. The fifth stage consists of those steps to be accomplished in preparing an after-action report or briefing. (Author/PN)

ED 263 187 TM 850 678

*Leary, Mark R.; And Others*

Objectivism in Information Utilization: Theory and Measurement.

PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beliefs; Cognitive Ability; Cognitive Development; *Cognitive Processes; *Cognitive Style; Cognitive Tests; *Decision Making; Encoding (Psychology); *Evaluation Criteria; Higher Education; Learning Processes; *Observational Learning; Perception; Perceptual Development; *Problem Solving; Self Evaluation (Individuals); Test Validity
IDENTIFIERS- Objectivism Scale; *Objectivity

A self-report scale was constructed and validated that measures individual differences in objectivism--the tendency to base one's judgments and beliefs upon empirical information and rational considerations. Validity data showed that, compared to people who score low on the Objectivism Scale, highly objective individuals enjoy thinking more, rely more upon observable facts when making decisions, and place less emphasis upon subjective and intuitive styles of decision-making. Among graduate students in psychology, objectivism correlated positively with ratings of research-oriented careers, but negatively with ratings of mental health careers; also, highly objective students were more critical of nonobjective psychological assessment techniques and placed greater importance upon research. Objectivism also predicted preferences for newspaper articles, college course selections, and the criteria respondents use when making decisions. (Author)

ED 263 202 TM 850 697

*Salisbury, David F.; And Others*
Prescriptions for the Design of Practice Activities for Learning: An Integration from Instructional Design Theories.

PUB DATE- Mar 85
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Theories; Classification; Computer Assisted Instruction; *Drills (Practice); Educational Research; Elementary Secondary Education; Higher Education; *Instructional Design; *Learning Processes; *Learning Theories; Literature Reviews; Motivation; Skill Analysis

Suggestions for designing instructional practice activities, based on prominent instructional theories, are reviewed, and this is followed by a synthesis, in the form of a set of prescriptions for designing practice for various types of learning outcomes. The review of theories includes behaviorism and George Gropper's instructional model; Gagne and Briggs's classification of five types of learning tasks and nine events of instruction; Merrill's component display theory; cognitive research concerning automaticity, interference, spacing of practice and review sessions, and learning of meaningless material; and John M. Keller's work on motivation. The synthesis is represented by a matrix containing prescriptions for practicing nine different types of content: (1) facts; (2) paired associations; (3) names or labels; (4) connected discourse; (5) organized knowledge; (6) concrete concepts; (7) defined concepts; (8) rules and principles; and (9) procedures. For each type of learning material, suggestions are made about the following concerns: practice format; number of items involved; automaticity; motivational considerations; media requirements; learner strategies; and variations between early and final practice. (PN)

Faces of Hunger in the Shadow of Plenty. Senate Interim Committee on Hunger and Nutrition, 1984 Report and Recommendations.
**Texas State Legislature, Austin. Senate Interim Committee on Hunger and Nutrition.**
PUB DATE- 30 Nov 84
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agency Role; Economically Disadvantaged; *Hunger; Nutrition; *Poverty; State Agencies; *State Federal Aid; *State Programs; Welfare Recipients
IDENTIFIERS- Food Distribution Programs; Food Stamp Program; *Texas; *Texas Department of Human Resources

Following an executive summary and introduction, the report is divided into four chapters. Chapter 1 presents evidence of hunger in Texas, which is revealed to be a growing problem. Statistics on the number of persons living in poverty, unemployed persons not receiving unemployment insurance benefits, and persons seeking food assistance from both public and private sources are examined. Chapter 2 analyzes data and testimony received at public hearings on the need for food assistance among the following target groups: the elderly, women, infants, and children, and "new poor" families and individuals. The application of State resources to address the hunger problem faced by each of these population groups, it is argued, would be highly cost-effective. Chapter 3 describes the food stamp program administered by the Texas Department of Human Resources (TDHR). Finally, Chapter 4 offers the committee's recommendations, including legislative measures. These recommendations focus on suggested State initiatives geared toward eliminating hunger and malnutrition in Texas. An appendix contains a history of Federal efforts to combat hunger and brief descriptions of each Federal State-funded food assistance and nutrition program currently operating in Texas. (KH)

ED 263 256 UD 024 527

Preparation for Raising Educational Performance (PREP) 1983-84. OEA Evaluation Report.

**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**

PUB DATE- 85
NOTE- 73p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Awareness; Class Organization; *Grade 9; High Schools; Program Implementation; Remedial Mathematics; *Remedial Programs; Remedial Reading
IDENTIFIERS- New York (New York); Preparation for Raising Educational Performance NY

The 1983-84 Preparation for Raising Educational Performance (PREP) program was a theme-based program of instruction and supportive services for incoming ninth graders who are substantially below grade level in reading and mathematics. PREP was offered in 91 public high schools in New York City and provided services for nearly 12,000 students. Students scoring between 5.1 and 7.1 in reading grade equivalents or below the 6.6 grade level in mathematics were in PREP A and students scoring at or below the 5.0 grade level in reading were in PREP B. The theme-related classes were designed to improve students' basic skills and strengthen their perception of the relationship between academic success and future careers. Themes included: Careers; Computers; High Technology and the Future; and Communication and the Arts. Program goals for attendance and attitudes toward school were met. Overall achievement gains of PREP students were eight months in reading and six months in mathematics. PREP B students made significantly higher gains than PREP A students. Analyses suggest that the program was most effective with students below grade level in only one skill area and with those who were far below grade level in both skills areas. Staff training was limited, and academic teachers had difficulty integrating the PREP themes into courses, while vocational teachers found it hard to integrate skills instruction. Major recommendations for program improvement are: (1) extend PREP eligibility criteria; (2) consider aiding schools in developing themes that are clearly goal oriented; (3) give schools assistance in setting up block programs that are well developed and successful; (4) give teachers time for planning and articulation through scheduling and common free periods. (CG)

*Smith, Stuart E.; Walker, William J.*
High School Physics: A Male Domain?
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Enrollment; *Females; High Schools; Males; *Physics; Science Education; *Secondary School Science; *Sex Differences
IDENTIFIERS- New York; Science Education Research

This study compared male and female enrollment and achievement in high school physics courses. The expectations were that enrollment of females would be higher than the 35 percent reported in a 1969 study and that the achievement of the sexes would be equal. The findings indicated that the percentages of females were very similar to those in the earlier study, indicating that participation by females in physics courses is not increasing. With regard to achievement, the results showed practically no differences between the sexes; females generally scored as well as males. Since failure to take high school physics means fewer options as a college student, movement toward greater numbers of women in technical fields will continue to be very gradual. (Author)

ED 263 031 SO 016 794

*Marcy, Nancy*
Strawberry Square II: Take Time. Teacher's Guide. 33 Lessons in the Arts to Help Children Take Time with Life.
**Nebraska State Dept. of Education, Lincoln. Div. of School Assistance & Support.**
PUB DATE- 84
NOTE- 39p.; For related songbook, see SO 016 795; for teacher's guide and song book for younger children, see SO 016 792-793.
AVAILABLE FROM- ITV Services, Nebraska Department of Education, P.O. Box 94987, Lincoln, NE 68509 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Course Descriptions; Educational Television; Grade 2; Grade 3; Instructional Materials; Learning Activities; *Music Education; Primary Education

This teacher's guide accompanies a series of telelessons designed to stimulate arts activities in grades 2 and 3. It follows a story line established in "Strawberry Square" which centers around the revitilization of Strawberry Square by Skipper, the owner of the Tune Shoppe in the square. Each of the 15 lessons has four sections, which contain a brief description of the story presented on television and suggestions for facilitating learning, an explanation of the importance of the lesson, an outline of major themes, and suggestions for follow-up activities. Students are involved in collecting various shapes for sculpture, making spider webs with strings, creating word pictures, planning a festival, using sign language to communicate, playing rhythm games, scribbling as an example of nonrepresentational art, writing poems, and learning Spanish-language songs. Also included are biographical sketches of the artists involved in the creation of the series and a 20-page annotated bibliography of sources appropriate for use with each lesson. (IS)

ED 263 064 SP 026 668

*Blair, Timothy R.; And Others*
Clinical Indicators of Effective Cooperating Teachers.
**Texas A and M Univ., College Station. Coll. of Education.**
PUB DATE- 84
NOTE- 18p.; This project was funded through the ECIA Chapter 2 grant under the auspices of the Brazos Valley Cooperating Teacher Education Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperating Teachers; Higher Education; Preservice Teacher Education; Role Models; *Student Teaching; *Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship

Twelve cooperating teachers rated superior by their peers, administrators, and university supervisors were asked to study current literature and reflect and decide upon what makes them so effective in being highly successful with student teachers. These teachers divided the qualities of superior cooperating teachers into two categories: qualities of effective teachers, and clinical qualities specific to working with student teachers. An outline is presented of twenty clinical concepts which encompass six operational areas: (1) role awareness; (2) human relations; (3) management and organization; (4) gradual induction into full responsibility; (5) differential instruction; and (6) evaluation and analysis of teaching. A complete listing is offered of the clinical competencies and behavioral statements describing how each competency is manifested. (JD)

ED 263 002 SE 046 217

Save It! A Practical Family Kit on Saving Resources, Saving Money, and...Saving the Environment.

**Environment Canada, Edmonton (Alberta). Public Affairs.**

PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; Energy; *Energy Conservation; Environmental Education; Leisure Time; *Natural Resources; Pesticides; *Physical Environment; Pollution; *Quality of Life; Recycling; Wastes
IDENTIFIERS- *Environmental Awareness; *Environmental Quality

Suggestions and practical advice are offered for all members of a family in this guide on environmental stewardship. This publication contains information on a variety of home and work related environmental concerns. The environmental consequences of daily activities are discussed and specific recommendations are offered for saving energy, resources, money, and the environment. The packet contains individual information sheets on: (1) garbage and recycling; (2) energy conservation around the home; (3) alternatives to pesticides in the yard and garden; (4) transportation and the environment; (5) the workplace and the environment; (6) leisure time; and (7) environmental action suggestions. A conservation checklist provides suggestions for seasonal activities. The kit also offers a means to determine the level of environmental awareness through a self-scoring quiz. (ML)

ED 263 097 SP 026 806

*Beeker, Richard T.; Israel, Richard G.*

Carbohydrate-Loading: A Safe and Effective Method of Improving Endurance Performance.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; Athletics; *Dietetics; *Exercise Physiology; Physical Education; *Running; *Training Methods
IDENTIFIERS- *Carbohydrate Loading

Carbohydrate-loading prior to distance events is a common practice among endurance athletes. The purposes of this paper are to review previous research and to clarify misconceptions which may exist concerning carbohydrate-loading. The most effective method of carbohydrate-loading involves a training run of sufficient intensity and duration to deplete the muscle glycogen stores. This depletion run is followed by three days on a low carbohydrate diet (15 percent) with training maintained at 70-80 percent of usual mileage. On days four through seven the diet should be changed to one high (80-85 percent) in carbohydrates and the training greatly reduced (10-15 percent of usual mileage). Several criticisms of this procedure are discussed and recommendations for the safe and prudent use of carbohydrate-loading are presented. (Author)

***Abbott, Gypsy Anne***
Effective Remediation Strategies in Mathematics: Characteristics of an Effective Remedial Mathematics Teacher; Effective Remedial Math Teacher Checklist; Math Remediation Methods Questionnaire. Occasional Papers in Educational Policy Analysis No. 417.
71p. 1mf. L1 ED 262 459

***Abramson, Richard A., Ed.***
Adolescent Suicide Prevention: A Compendium of Resources.
48p. 1mf. L2 ED 262 333

***Ackler, Eugene J., Jr., Ed.***
College for Living at Metropolitan State College, Denver, Colorado: Continuing Education for Developmentally Disabled Adults, Service Learning for Degree Students, and A College Response to Community Needs.
77p. 1mf. L1 ED 262 490

***Adams, Mary Ellen, Ed.***
Open Doors: 1983/84. Report on International Educational Exchange.
180p. 2mf. L2 ED 262 677

***Adams, Ronald D.***
Reexamination of the Factor Structure of the Student Evaluation of Teaching across Grade Levels.
26p. 1mf. L1 ED 263 205

***Adams, Ruth R.***
Development and Analysis of the Adams Informal Inventory.
8p. 1mf. L1 ED 262 531

***Addison, Linda***
Leadership Skills Among the Gifted and Talented. 1985 Digest.
3p. 1mf. L1 ED 262 511

***Afflerbach, Peter***
Statewide Assessment of Writing.
46p. 1mf. L1 ED 263 220

***Aho, Leena***
New Prospects and Challenges in Teacher Education in the Age of Information Technology.
17p. 1mf. L1 ED 263 083

***Aikman, Carol C.***
Writing Anxiety--Barrier to Success.
12p. 1mf. L1 ED 262 191

***Akst, Geoffrey***
Methods of Evaluating College Remedial Mathematics Programs: Results of a National Survey. Research Monograph Series Report No. 10.
117p. 2mf. L1 ED 262 993

***Albanese, Mark A.***
Some Comments on the Correction for Guessing. A Further Analysis of Angoff and Schrader.
35p. 1mf. L1 ED 263 221

***Allen, Michael G.***
Middle Level Teacher Certification--A National Assessment.
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***Alloy, Lauren B.***
Psychodiagnostic and Psychotherapeutic Judgments: Expectation-Based Biases in Covariation Assessment.
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***Alsop, Thomas A.***
Central Indiana's Foreign Language Collaborative: An NEH Experiment.
5p. 1mf. L2 ED 262 652

***Amir, Yehuda***
Approaches to Conflict Resolution between Ethnic and National Groups in Israel: Arab/Jewish and Western/Middle-Eastern Jewish Youth.
14p. 1mf. L1 ED 263 232

***Amlung, Susan, Ed.***
Ten Years of Neglect: The Failure to Serve Language-Minority Students in the New York City Public Schools.
144p. 2mf. L1 ED 263 247

***Anderson, Philip M., Ed.***
Integrating Reading, Writing, and Thinking.
55p. 1mf. L1 ED 262 420

***Anttonen, Ralph G.***
Importance of Assessing Needs of Male and Female College Freshmen.
17p. 1mf. L1 ED 262 715

***Appelson, Marilyn***
Learn to Read. A Project to Serve Functionally Illiterate English-Dominant Adults and Limited English Proficient Adults, Involving Instructors, Tutors and Students Interacting to Try New Approaches, Techniques and Methods.
69p. 1mf. L1 ED 262 284

***Ariav, Tamar***
"Dewey for Teachers": An Empirical Evidence in Its Favor.
35p. 1mf. L1 ED 262 464

***Arnold, Gerald***
Profile of Illinois Dropouts.
21p. 1mf. L1 ED 262 314

***Ascher, Carol***
Pregnant and Parenting Black Teenagers: Some Educational Preventors.
11p. 1mf. L1 ED 263 260

***Asher, Steven R.***
Goals, Games, and Social Competence: Effects of Sex, Grade Level, and Sociometric Status.
25p. 1mf. L1 ED 262 869

***Au, Terry Kit-Fong***
Children's Word-Learning Strategies.
9p. 1mf. L1 ED 262 562

***Auer, Herbert J.***
Photovoltaic: Instructional Manual. The North Dakota High Technology Mobile Laboratory Project.
93p. 1mf. L1 ED 262 268
Robotics: Instructional Manual. The North Dakota High Technology Mobile Laboratory Project.
246p. 3mf. L1 ED 262 266

***Augustin, James W.***
Adult Students and Career Planning.
48p. 1mf. L1 ED 262 225

***Austin, Gary F., Ed.***
Social Influences in Rehabilitation Planning: Blueprint for the 21st Century. A Report of the Mary E. Switzer Memorial Seminar (9th, New York, NY, November, 1984).
105p. 2mf. L1 ED 262 533

***Baber, Kristine M.***
Relationship between Masculinity and Femininity and Variant Childbearing Decisions.
13p. 1mf. L1 ED 262 305

***Bachrach, Leona L.***
Slogans and Euphemisms: The Functions of Semantics in Mental Health and Mental Retardation Care.
40p. 1mf. L1 ED 262 528

***Bailes, Edith G.***
But Will It Bite Me? A Reference Book of Insects for Children--and Their Grownups.
113p. 2mf. L2 ED 262 994

***Banathy, Bela H.***
Challange of Evolutionary Learning.
25p. 1mf. L1 ED 263 084

***Barber, Elinor G., Ed.***
Foreign Student Flows: Their Significance for American Higher Education. Proceedings of a Conference of the Institute for International Education (Wayzata, Minnesota, April 13-15, 1984). IIE Research Report Number Seven.
129p. 2mf. L2 ED 262 676

***Barbour, Ross Patrick***
Exploratory Study of the Hypothesis of Divisible versus Unitary Competence in Second Language Proficiency.
148p. 2mf. L1 ED 262 560

***Barclay, Lisa K.***
Skill Development and Temperament in Kindergarten Children: A Cross-Cultural Study.
27p. 1mf. L1 ED 262 878

***Bardon, Jack I.***
Drive for "Educational Excellence": Implications for the Mental Health of Children.
20p. 1mf. L1 ED 262 455

***Barnes, Susan***
Model Teacher Induction Project. Research Design for a Descriptive Study. R&D Report No. 7200.
77p. 1mf. L1 ED 263 104

***Barnett, Rosalind C.***
Correlates of Fathers' Participation in Family Work: A Technical Report. Working Paper No. 106.
126p. 2mf. L1 ED 262 859
Mothers' Participation in Child Care: Patterns and Consequences. Working Paper No. 137.
48p. 1mf. L1 ED 262 860

***Barrett, Barbara***
Parent-Child Center Short-Term Assessment Study. Final Report.
96p. 1mf. L1 ED 262 858

***Barron, Colin***
Concepts, Culture and Communication in Architecture.
68p. 1mf. L1 ED 262 595

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